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머리말

위대한 령도자 **김정일**원수님께서는 다음과 같이 말씀하시였다.

《학생들이 비록 외국어공부를 많이 하였다 하여도 그것을 실지 써먹을줄 모르면 외국어를 소유하였다고 볼수 없습니다. 외국어를 써먹을수 있게 소유하였다는것은 다른 나라 말로 된 책을 읽고 리해하며 우리 말로 정확하게 번역할줄 알뿐아니라 외국어로 말할줄도 알고 들을줄도 알며 글도 지을줄 안다는것을 의미합니다.》

위대한 령도자 **김정일**원수님께서 외국어교육을 강화할데 대하여 주신 말씀을 높이 받들고 5학년영어교과서는 학생들이 영어로 듣고 말하고 읽고 쓰는것을 통한 언어교제능력을 보다 높은 수준에서 습득할수 있도록 집필되였다.

이 교과서에서는 아래 학년에서 배운 영어지식을 기초로 하여 영어어휘 및 문법 등 언어지식을 부단한 반복련습을 통하여 공고히 하고 학생들이 영어학습을 보다 창조적으로 능동적으로 할수 있게 위대한 수령님과 경애하는 장군님의 위대성자료, 인민대중중심의 우리 나라 사회주의제도의 우월성자료, 학교생활과 가정생활, 사회생활 그리고 세계상식자료 등으로 본문을 구성하였다.

이와 함께 학생들의 듣기능력과 말하기능력을 높여주기 위하여 매 본문과 련습문제에 대한 록음자료를 안받침하여주었다.

교과서에는 영어로 말하기, 듣기, 읽기, 쓰기 등을 체계적으로 숙련할수 있도록 공정을 제시하여 자료들을 쉽고 명백하게 습득할수 있게 여러가지 다양한 련습들을 주었다.

5학년과정을 통하여 학생들은 영어로 일상회화를 원만하게 하고 초보적인 과학기술본문을 비롯한 통속적인 영어원서를 능숙하게 읽고 번역하며 간단한 글쓰기를 할수 있는 수준에 도달하게 된다.

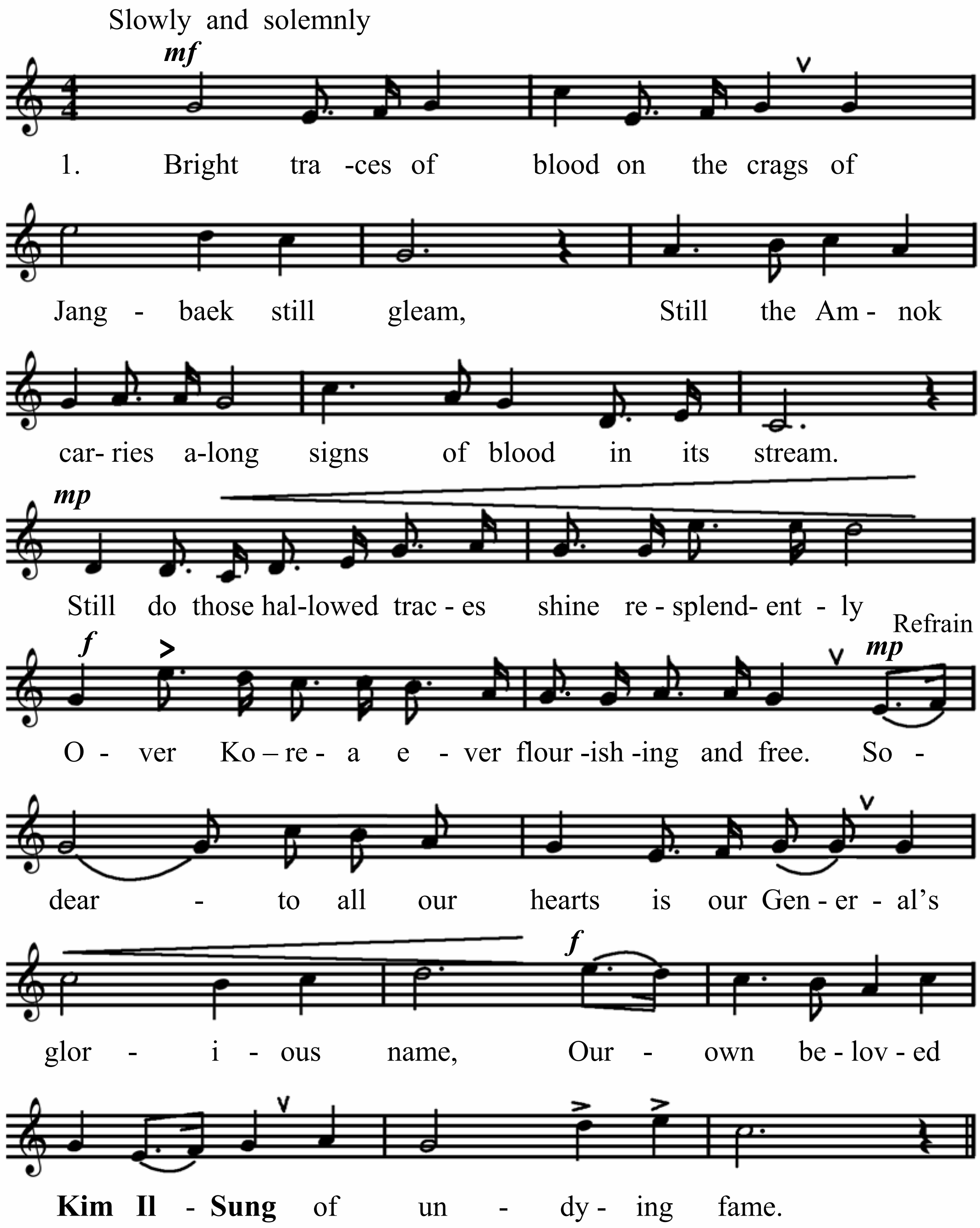
학생들은 위대한 령도자 **김정일**원수님의 뜨거운 사랑과 배려에 충성으로 보답할 한마음으로 강성대국건설의 훌륭한 건설자로 준비하기 위하여 열심히 배우고 또 배워야 한다.

The Great Leader
Generalissimo Kim Il Sung
Will Always Be with Us



Tower to the Immortality of President Kim Il Sung

Song of General **Kim Il Sung**



Song of General **Kim Il Sung**

1. Bright traces of blood on the crags of Jangbaek still gleam,
Still the Amnok carries along signs of blood in its stream.
Still do those hallowed traces shine resplendently
Over Korea ever flourishing and free.
So dear to all our hearts is our General's glorious name,
Our own beloved **Kim Il Sung** of undying fame.

2. Tell, blizzards that rage in the wild Manchurian plains,
Tell, you nights in forests deep where the silence reigns,
Who is the partisan whose deeds are unsurpassed?
Who is the patriot whose fame shall ever last?
So dear to all our hearts is our General's glorious name,
Our own beloved **Kim Il Sung** of undying fame.

3. He severed the chains of the masses, brought them liberty,
The sun of Korea today, democratic and free.
For the Twenty Points united we stand fast,
Over our fair homeland spring has come at last!
So dear to all our hearts is our General's glorious name,
Our own beloved **Kim Il Sung** of undying fame.

《수령이 없는 혁명의 승리를 생각한다는것은 태양이 없는 꽃을 바라는것과 마찬가지이다.》
"To expect victory in a revolution without a leader is like wishing for a flower where there is no sun."

《어려울 때 충신을 안다.》
"A loyal man comes to the fore in times of hardship."

《세상에서 제일 귀중한것은 돈이 아니라 사람이다.》
"Man, not money, is most valuable in the world."

《혁명의 길에서는 살아도 죽어도 영광이다.》
"It is an honour whether to live or die on the road of revolution."

《오늘을 위한 오늘에 살지 말고 래일을 위한 오늘에 살라.》
"Live not merely for today but for tomorrow."

《자기를 믿는 사람은 강자가 되고 남을 믿는 사람은 약자가 된다.》
"A man is strong if he relies on himself; weak if he relies on others."

《남의 덕을 바라는 자는 바보이다.》
"He is a fool that expects favours from others."

《인간은 자기를 알면 강해지고 자기를 모르면 약해진다.》
"He who knows himself grows strong, while he who is ignorant of himself becomes weak."

《무엇이 불가능하다면 그것은 조선말이 아니다.》

"The word 'impossible' is not to be found in the Korean vocabulary."

《과학자가 되기전에 열렬한 애국자가 되여야 한다.》

"A man must become an ardent patriot before becoming a scientist."

《정을 정으로 보답하는것은 인간의 미덕이다.》

"Repaying love with love is a human virtue."

《동지를 사랑할줄 모르면 동지의 사랑을 받을수 없다.》

"He who does not love his comrades cannot be loved by them."

《사람은 아는것만큼 보고 듣고 느끼고 받아들인다.》

"A man sees, hears, feels and absorbs as much as he understands."

《정열, 그것은 위대한 창조의 원천이다.》

"Passion is the source of great creation."

《인간생활에 음악이 없다면 그런 생활은 꽃이 없는 화단과 같다.》

"Life without music is like a garden without flowers."

《창조물에 티가 있으면 일생에 영원한 허물로 남는다.》

"A flaw in a creative work remains an eternal blot on the creator's life."

Theme A The time of our life

Unit 1 Free Time

Topic and Language



Mangyongdae Schoolchildren's Palace

1. *Discussion:* Hobbies and interests

1.1 In your free time

What hobbies or interests do you have? What do you like to do in your free time? Tell the class.

1.2 Types of free time activities

There are many different kinds of free time activities. We can put most of them into one of four different areas:

Free Time Activities

-the arts: *e.g. music, painting*	**-handicrafts:** *e.g. making models*
-collecting: *e.g. stamps*	**-games and sports:** *e.g. football, swimming*

Which area are you most interested in? Which areas are other students in your class interested in?

1.3 Some more hobbies and interests

In which area would you put these free time activities?

drama, computer graphics, basketball, computer games,
cycling, singing, making furniture, mountain climbing

2. *Listening:* An unusual sport

2.1 Mick Hutton, taxi driver

Mick Hutton is a taxi driver in Cambridge, England. In his free time, he spends a lot of time on his sport. Listen. What is his sport?
What exactly does he do? Do you think it is an interesting hobby?

2.2 Listen again

Listen again and, with a neighbour, complete these notes.

Starting distance for training:
Distance in national competitions:
Distance in international competitions:
Usual speed(kph):
Maximum speed (kph):

What is the 'science' in Mick's hobby?

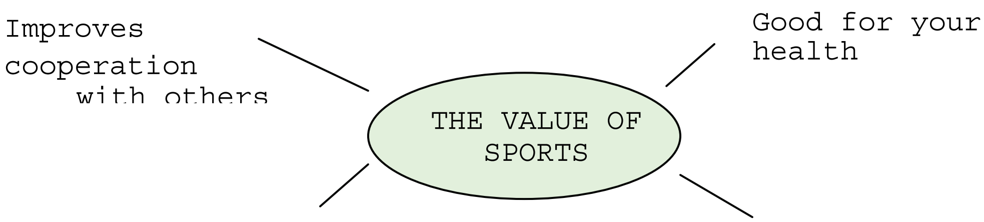
3. *Reading:* Sport for all

3.1 Do you like sport?

Some people love sport and some people hate it! Do you love it or hate it? Why? Are there some sports you like (or hate) more than others? Tell the class your ideas.

3.2 The value of sport

Sport is important for us in many ways. How? Work in a small group and brainstorm ideas. Compare your ideas with other students.



3.3 The changing nature of sport

In the past, sports were activities that people did for fun, in their free time. This has changed a lot in recent years. Read about some things that have changed.

Do you think it is right to mix sport and politics?

What do you think we should do about violence and sports?

Do you think 'big business' has destroyed sport?

The changing nature of sport

Sport provides entertainment for people all over the world. Millions of people practise sport and millions more follow their favourite sports personalities on television and radio or at games. But sport is important in other ways.

Sport and politics

Sport has become closely connected with politics. In the 1970s and 1980s, for example, many people protested against sporting links with South Africa because of the system of apartheid there. As a result, many countries boycotted all games with South Africa. In the same way, many countries then boycotted the Olympics in Los Angeles in 1984.

Sport and violence

In capitalist countries, violence at football matches is a serious problem. In 1964, over 300 people were killed and more than 1 000 people were injured when fans from Peru and Argentina started fighting. In 1985, in Brussels, Belgium, 38 people were killed and more than 200 were injured when fighting started between fans of the Liverpool (England) and Juventus (Italy) teams. As a result of that, England was not allowed in European football matches for five years.

Sport and big business

Today, the sports industry is huge. Most big football clubs, for example, are run as businesses and aim to make a profit. Individual football players are promoted like film stars, and they are then ‘sold’ to other clubs. In 1981 Diego Maradona of Argentina was sold by one club to another. In 1997 the Brazilian player Ronaldo was sold. On and off the field, sportspeople sometimes behave badly ─ often just to get attention.

Inside the text

A Check your understanding

Find these dates in the text. What happened on each date?

1964	1970s	1980s
1981	1984	1985

B What's the word?

Match each word to the correct meaning.

1. provide (v.)	a. system that separates black and white people
2. boycott (v.)	b. supporter
3. apartheid (n.)	c. advertise
4. protest (v.)	d. enormous
5. following (adj.)	e. give
6. injure (v.)	f. hurt
7. fan (n.)	g. next
8. huge (adj.)	h. refuse to take part in something
9. promote (v.)	i. speak against something

C Say it clearly!

Do you remember the different intonation patterns for questions?

Questions that you can answer with 'yes' or 'no' usually go up at the end:

INTERVIEWER: Can you tell us about it?

MICK: Yes, right. Well, I race pigeons.

Questions that you can't answer with 'yes' or 'no', usually go down at the end:

INTERVIEWER: How do you do that?

4. *Language focus:* Passive

4.1 Active and passive

It is possible to say many things in English in two ways.
You can make an 'active sentence', for example:

Owners of big football clubs run the clubs as businesses.
They promote individual football players like film stars.
In 1997, a football club sold Ronaldo.

Or you can make a 'passive sentence':

Most big football clubs are run as businesses.

Individual football players are promoted like film stars.

In 1997, Ronaldo was sold.

What differences can you see between the first and second sets of sentences? How do you say those sentences in Korean?

4.2 When can you use the passive?

The passive is often used in English when:

a. the action is more important than who does it, or we don't know exactly who does it.

Most big football clubs are run as businesses.

b. you want to describe a process.

Individual football players are promoted like film stars. They are then 'sold' to clubs.

c. you want to write a rule.

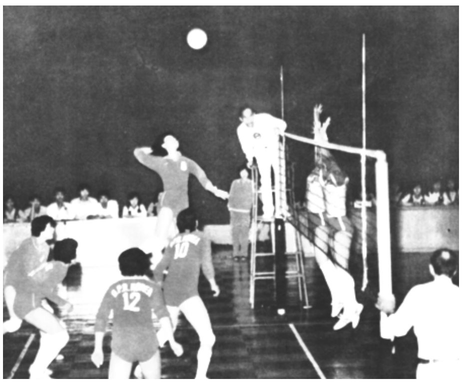
England was not allowed in European football matches for five years.

Read about volleyball. Is each sentence or group of sentences an example of **a**, **b** or **c**?

VOLLEYBALL

One of the world's most popular games

[1] Volleyball is played all over the world. [2] It was invented in 1895. [3] In the game, a ball is hit backwards and forwards over a net. [4] The players are not allowed to catch or throw the ball. They can only hit it.



[5] To start the game, the ball is served over the net to the other team. [6] The other team is not allowed to hit the ball more than three times before they return it. [7] If the ball is hit on to the floor of the opposing team, the serving team receives a point.

[8] A game is usually completed when one team scores 25 points, with at least 2 points more than the other team. [9] Volleyball

competitions are played in sets of three or five games.

4.3 How to form the passive

How can you describe *the form* of the passive? Copy and complete the table with the other sentences from Exercise 4.2.

Subject	+______	+______
Most big football clubs	are	run ...
England	was	allowed ...

4.4 Practice

Read about the history of football and one of the world's greatest players. Can you complete the text with the correct form of the verb? (Check with the list of irregular verbs.)

THE HISTORY OF FOOTBALL

Football is the most popular game in the world.



Our team emerged winner of the FIFA Under 20 Women's World Championship

It[1] ...... first ...... (play) in England in the early 1800s. In the beginning, the rules[2]…..… …..… (change) many times, but in 1863 the Football Association[3]........ .... (form) to agree a set of rules. In 1904 the Federation Internationale de Football Association (FIFA)[4] .... (form). The first World Cup Competition[5]...... .... (organize) by FIFA in 1930. It[6]...... ...... (play) in Uruguay. Since then it has been played every four years, except during World War II when it[7]....... .... (suspend).

In the eighth World Cup Competition the Italian team[8] … … (defeat) by our football team and it made our team world famous.

Probably the greatest player in the history of football was Pele from Brazil. When Pele was just 15 he[9]...... .... (choose) by the football club, Santos. A year later, at 16, he[10].......... .... (select) for the national team, and in 1958 he played in the World Cup. Brazil won the Cup, by defeating Sweden 5:2.Two of Brazil's goals[11]......... .... (score) by Pele. Brazil won the World Cup again in 1962 but they[12]……. .... (defeat) in 1966. In 1970, Brazil won the Cup again, with Pele on the team. Pele was the only professional footballer to score more than 1 000 goals (1 281 goals in 1 363 games). He retired in 1974 but in 1975 he[13] .... (pay) to play for a team. He retired again in 1977.

In Juche 95(2006) our women team emerged winner of the third FIFA U-20 Women's World Championship by beating Chinese women team 5:0 in the final and so it made our women team world famous.

4.5 More practice

Think about another team sport and write some sentences about it. Look at the texts in Exercises 4.2 and 4.4 to help you. You can also try to answer these questions.

Where is the sport played?
When was it invented?
What happens in the game?
What are players not allowed to do?
How are points scored?
Is it played in international competitions? Where? When?

5. *Say it clearly!:* Intonation of questions

5.1 'Yes / no' questions go up ...

Usually, in English, the voice goes up when you ask a 'yes/no' question. Listen and say the questions.

Do you like sports? ↗
Do you like football? ↗
Have you ever played tennis? ↗
Did you see the football match last night? ↗

5.2 ... and information questions go down

When you ask an information question (Where? What? How? Why? When? How long?), your voice normally goes down at the end. Listen and say the sentences.

What time do you get up? ↘

What do you do after school? ↘

Where do you have lunch? ↘

How do you get to school? ↘

5.3 Up or down?

Read these questions. Draw an arrow like this ↗ or like this ↘ next to each one. Then listen and check your answers.

1. Do you live in a big city?
2. Where do you go to school?
3. Do you play a musical instrument?
4. What sport do you like most?
5. When was the last time you went swimming?
6. Do you know anyone from France?
7. How long have you lived in Pyongyang?
8. Did you hear the news last night?

6. *Writing:* Thinking and doing

6.1 Preparation: Things you know or can do

Everybody has some knowledge or abilities that many other people don't have. Think about your hobby or special interest. What could you teach other people?

For example:

how to do a magic trick ... how to make a paper model ... how to put stamps in an album ... how to clean a CD ... how to dribble in football ....

Choose something that you can teach someone in about five minutes. Prepare it and make some notes of what you have to say in English.

6.2 In class: Teaching in a group

In a small group of two or three, teach each other your special skill or knowledge.

While you are teaching the others, notice what they find difficult or what questions they ask you.

6.3 Write about it!

You can teach more people your special skill or knowledge if you write about it. Follow these steps.

a. **Make some notes:** Think about words and phrases you need.

<u>A magic trick</u>

Useful words: coin, hair, glue, stick

b. Write a draft: Decide what you want to say and write a first version.

<u>A magic trick</u>

For this trick, you need these things:
3 identical cups, a coin, a human hair, glue

<u>Instructions</u>

1. Put some <u>glue</u> in the middle of the coin.
2. Stick the <u>end</u> of the hair on to the coin.
3. Let the glue dry.
4. ....

c. Check it: Show your work to others in your group. Can you make it clearer? Check: spelling, grammar, punctuation, vocabulary, style

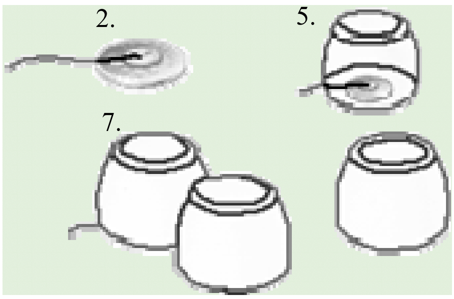
d. Revise it: Make changes to your draft.

<u>Instructions</u>

<u>a small amount of</u>
1. Put some glue in the middle of the coin.

<u>Carefully</u>
2. Stick the end of the hair on to the coin.

e. Finalize it: Write the final version of your instructions. You can also add some pictures.



<u>A magic trick</u>

For this trick, you need these things:
3 identical cups, a coin, a human hair, glue

<u>Instructions</u>

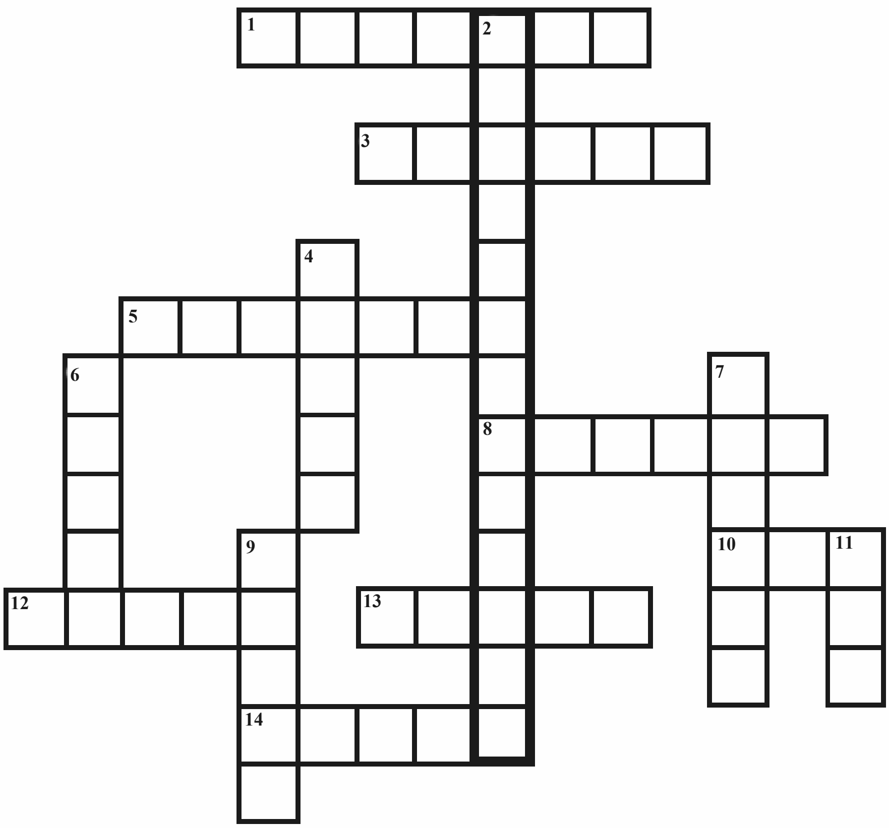
1. Put a small amount of glue in the middle of the coin.
2. Carefully stick the end of the hair on to the coin.
3. Let the glue dry completely.
4. Tell your friends that you are going to do a magic trick. You can see through things!

5. Put the coin on the table and cover it with one of the cups. Make sure you can see the hair under the cup.
6. Now put the other cups, upside down, next to the cup with the coin.
7. Move the cups quickly around the table and then ask your friends where the coin is. Only you will be right every time!

f. You can make a booklet with all the things people can learn from your class!

Supplementary Exercises

1. *Vocabulary:* What's the word?



Can you complete the crossword?

Across

1. Many people like to .... stamps, coins and other things.
3. To stop working, especially when you are old.

5. To refuse to take part in something or refuse to buy something as a protest.
8. To hurt yourself.
10. Someone who is very enthusiastic about something.
12. Newspapers, television and radio are all types of ....
13. 'What .... can pigeons fly?' 'Usually about 70 or 80 kph.'
14. The place where you play tennis.

Down

2. Sport provides .... for millions of people.
4. 'What was the .... at the end of the game?' '4:0.'
6. To hit the ball for the first time in tennis.
7. The money that a business makes.
9. A game between two football teams.
11. In tennis and many other sports, there is a .... that divides the court in half.

2. *Reading:* Free time activities

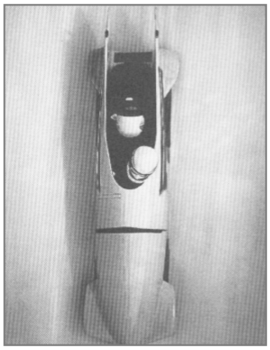
2.1 Which sport is it?

Listen to two people talking about their favourite sport. Number the pictures in the order they talk about them.

a. Ballooning □



b. Bobsledding □



2.2 What do you think?

You can read what the people in Exercise 2.1 said. Write your answers to these questions.

Which sport is more dangerous? Why?
Which sport is more relaxing? Why?
Which sport would you like to do? Why?

3. *Grammar*

Passive: Ice and clouds

3.1 On the ice

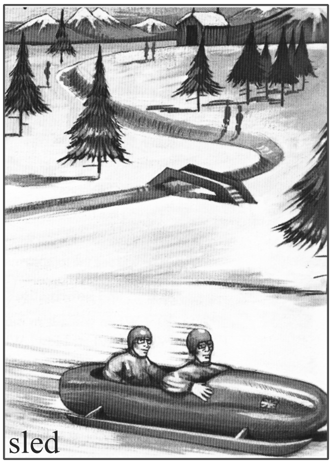
Can you match the phrases to the correct gap?

are controlled	are made	is constructed
is pushed	is steered	was added
was created	was invented	was organized

Bobsledding is a fast and dangerous winter sport.

It (1) .... in 1888. The first competition (2) .... in 1898. Four years later, in 1902, a special track or 'bobrun' (3) .... in St Moritz, Switzerland. Today, bobsleds (4).................................... of steel and they can go very fast – over 140km an hour. To start the ride, the bobsled (5) .... down the bobrun. The team members then jump on. The bobrun (6) .... with sharp bends and high walls.

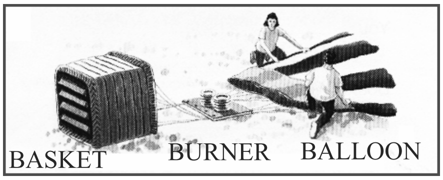
The bobsled (7) .... with a rope or a wheel. Today, international competitions (8) .... by the International Bobsled Federation. Bobsledding (9) .... to the Olympic Games in 1924.

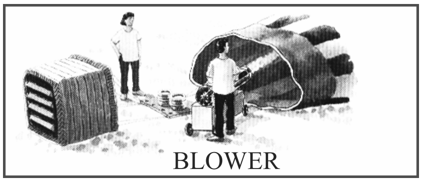


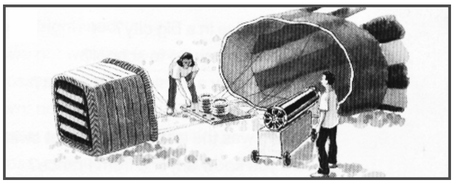
3.2 Up into the air

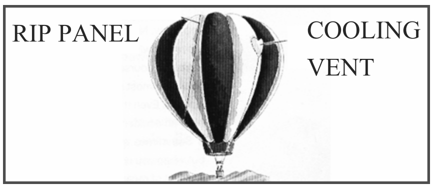
How do they get a hot-air balloon into the air?
Look at the pictures and complete the text.

Raising a hot-air balloon









First, the balloon *is spread* (spread) out on the ground and the basket (1) .... (connect) to it. The burner (2) .... (lay) on the ground next to the balloon. Then, air (3) ...... (blow) into the balloon until about half the balloon (4) .... inflate. Next, the burner (5) .... (light) and warm air enters the balloon. Slowly the balloon rises up, over the basket. When the balloon (6) .... (inflate), the pilot and the passengers get into the basket. To rise higher, more fuel (7) .... (burn). To drop lower, the air in the balloon (8) .... (allow) to cool. The cooling vent (9) .... (use) only if the pilot wants to descend rapidly. When the balloon lands, the 'rip panel'(10) .... (pull) open so the air can come out.

4. ***Writing and speaking:*** **Talk to Bob**

Write your answers to Bob's questions. Then talk to him on the cassette.

BOB: Hi. How are you doing?

YOU: ....

BOB: I'm fine. I've just come back from my guitar lesson. What do you do in your free time?

YOU: ....

BOB: That's interesting. How often do you do that?

YOU: ....

BOB: What do you think is the most popular free time activity in your country?

YOU: ....

BOB: Is that true all year? I mean, do people do the same thing in the winter as in the summer?

YOU: ....

BOB: One day, I'd like to go parachuting. I think it must be fantastic! What sport would you like to do?

YOU: ....

BOB: Why?

YOU: ....

BOB: That sounds good. I'd like to try that some day. Anyway, I'll talk to you later. Bye!

Unit 2 The Magic Box

Topic and Language




Pyongyang TV Broadcasting Station

Television stations and television habits

1. *Discussion:* On television

1.1 The programmes you like

What are your favourite television programmes? What types of programmes don't you like? Have you ever been to Pyongyang TV Broadcasting Station?

What do you know about TV broadcasting?

Tell the class your ideas.

1.2 When do you watch TV?

When do you usually watch TV? How long do you watch, do you think? Do you normally do something else while you are watching TV?

Work by yourself and complete the table. Compare with other students in your class.

Television habits

Time	How long?	Other activities?
During the week afternoon 5 pm–6 pm		
early evening 6 pm–9 pm		
late evening/night 9 pm+		
On Sunday morning 9 am–12 pm		
afternoon 12 pm–6 pm		
early evening 6 pm–9 pm		
late evening/night 9 pm+		

2. *Listening:* Television schedules

How do TV stations decide when to show different programmes, do you think?

Sue Brown works in a TV station. Mel Ford asked her how TV stations decide when to show the different programmes. Listen to the first part of their conversation.

What type of programmes do they show in the morning and after half past three? Why? What is ‘prime time’?

Listen to the next part of their conversation.

How are programmes before and after 9 pm different?

Do you think it is necessary to have that difference?

What are ‘ratings’?

How does a TV company find out its ratings?

Why are they important?

3. *Reading:* The effects of television

3.1 The effects

Television has changed our lives in many ways. It has brought many positive things. Work in a small group or with your neighbour. Think hard! Add as many points as you can to the list.

The positive effects of television	**The negative effects of television**
You can learn a lot.	It takes a lot of your time.
....	....
....	....

3.2 Television research

Read about some of the research into the effects of television. Does the article mention any of your points from Exercise 3.1?

THE MAGIC BOX

TELEVISION has changed our lives in many ways. Many people now spend much time watching TV.

Researchers have estimated that most students have learnt a lot of things watching television.

Benefits of television

- Television helps us to learn the Party's policy and to know many successes gained in the building of a great, prosperous and powerful nation. Television can often present information to us in a more effective way than books can. It can also make things more memorable.
- It entertains us. It is an enjoyable way to relax. For millions and millions of people around the world, television is a source of companionship and helps them to cope with everyday life.
- It has increased the popularity of sports and arts.
- It has made us aware of the world. Many people watched TV programmes.

3.3 What can we do?

Work in a small group or with your neighbour. Look back at the positive points you made in Exercise 3.2 and the 'benefits' listed in the text. What can we do about them? Make a list of your ideas. You could make a class poster.

4. *Language focus:* Past simple and Present perfect

4.1 Remember?

In exercises you saw sentences like these:

Television *has changed* our lives in many ways.
It *has made* us aware of the world.

You also saw sentences like this:

Many people *watched* TV programmes on environment.

Do you remember the names of the different forms of the verb? Do you remember when you use them? Discuss this with your neighbour and tell the class. Look back at the text in Exercise 3.2. Can you find any more examples of each form?

4.2 Past actions and present results

The two types of verb forms in Exercise 4.1 are called ‘Present perfect’ and ‘Past simple’. Can you match each description to the correct verb form?

a. You can use this verb form to talk about an action in the past that has a result now or that includes a ‘now’ time (today, this week, never).

b. You can use this verb form to talk about an action at a definite time in the past that does not include ‘now’.

Are these sentences examples of the Past simple or the Present perfect?

Write ‘a’ or ‘b’ for each sentence and the name of the verb form.

- I’ve never read a complete book in English.
- Have scientists discovered life on Mars?
- They discovered a new planet, Pluto, in 1930.
- Have you read the newspaper today?
- Did you pass your test last week?
- Dinosaurs disappeared 63 million years ago.
- Oh, no! I’ve forgotten my book.

4.3 Past simple or Present perfect?

Would you use the Past simple or the Present perfect with these time words?

a. today b. last Thursday c. never d. this year

e. in 1997 f. in my life g. when I was five years old

Now complete these sentences with the correct form of the verb. Look at the list for irregular verbs in your dictionary.

1. Jong Hyok .... (do) a lot today. He .... (write) three letters and...................... (read) a book.
2. We .... (go) to the cinema last Thursday. The film .... (be) very good.
3. I .... (never, see) a ghost.
4. In Britain, they .... (increase) the price of the tickets twice this year.
5. In 1997, Pathfinder .... (send) pictures back from the planet Mars.
6. Jack .... (live) in three different countries in his life.
7. I .... (start) school when I was five years old.

4.4 Television news

Notice how you can use the Present perfect to give news and the Past simple to give more details.



A: The International Conference on the Juche Idea has been held.
B: Where was it held?
A: It was held in India.

Work with a partner. Imagine that one of you saw these news stories on television last night. Tell the news to your partner, who should ask for more details.

Where ...? When ...? Who ...? How many ...?







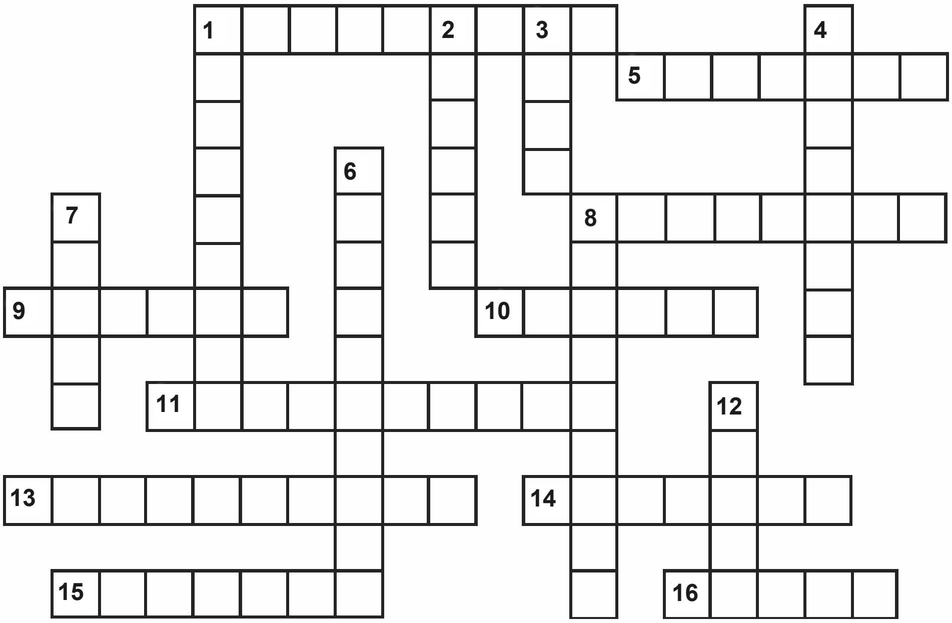
4.5 More news

What stories have you seen on the television recently? Think for a few moments and write a few sentences. Use the Present perfect and then the Past simple. Tell the class.

Supplementary Exercises

1. *Vocabulary:* What's the word?

Can you complete the crossword puzzle?



Adjectives

1. *across*: something that you like
2. *down*: frightened
3. *down*: not wanting to work
5. *across*: aggressive
7. *down*: not true

9. *across*: covering all the world
13. *across*: connected with a business
14. *across*: not active
15. *across*: sad, not content

Nouns

6. *down:* Television has increased the p............... of sports.
10. *across*: the number of people that watch a TV programme
11. *across*: the person that does 4 down
12. *down*: illegal action

Verbs

1. *down*: tell someone that they can do something
4. *down*: find out about something, discover
8. *down*: amuse someone, make them happy
8. *across*: say the approximate size of something
16. *across*: rest, stop working

2. *Reading:* On television

2.1 Types of programmes

Read about some TV programmes. Can you match each one to the correct type?

1. news programmes
2. sports programmes
3. soap operas
4. documentaries
5. children's programmes
6. films
7. arts programmes

7.00	**World Cup special** Tonight's match is Brazil v. Italy.
9.30	**24 Hours** News from around the world.
6.15	**The Browns** Will Tracy leave home? Find out tonight!
8.00	**The Tasadays** A programme about the life of a mysterious group of people living in the Philippines.
2.00	**Fuzzy Friends** Fun for under 5 years olds!
11.30	**Lives in space** The exciting story of a trip to the planet Venus. Winner of 3 Oscar awards for Best Actor, Best Actress and Best Special Effects.
10.00	**Concert Hall** Tonight the new symphony orchestra plays Beethoven's 8^{th} symphony.

2.2 Television in our country

Look back at the list of types of programmes in Exercise 2.1. Can you give an example of each type of programme in our country?

3. *Grammar*

Present perfect, Past simple: Television, past and present

3.1 Two texts

Look at Texts A and B. In one text, you have to write all the verbs in the Past simple ('did'), in the other text you have to write them in the Present perfect ('have done'). Decide which, and then complete the texts.

Listen and check your answers.

A: A SHORT HISTORY OF TELEVISION

1929	Vladimir Zworykin, a Russian (1) .... (demonstrate) the first electronic television system.
1936	The BBC in England (2) .... (transmit) the first TV programmes using the electronic system.
1939-45	World War Ⅱ (3) .... (stop) all developments in television.
1946	A television company (4) .... (begin) transmissions again.
1954	Colour television (5) .... (begin) in one country.
1962	A company (6) .... (launch) the first television satellite.
1964	A satellite (7) .... (transmit) the first colour television pictures.
1969	Millions of people (8) .... (see) a man on the moon–live on television.
1984	The first liquid crystal display (LCD) televisions (9) .... (appear).
1985	1.5 billion people all over the world (10) .... (watch) 'World Cup' football matches.
1992	High-definition television (HDTV) (11) .... (arrive), producing very sharp pictures and excellent sound.

B: EVERYBODY WATCHES SOAP OPERAS

'Soap operas' are TV serials that are broadcast two or more times in the week. They are usually about a domestic drama. They are called 'soap operas' because when they began, soap manufacturers paid for the programmes.

Soap operas (1) .... (become) one of the most successful types of TV programmes. They (2) .... (grow) into a big industry. Many countries (3) .... (produce) many soap operas which they (4) .... (sell) in some countries. Soap operas (5) .... (change) the television habits of millions of people. The audience for soap operas (6) .... (expand) enormously and it now includes all types of people. In some countries, soap operas (7) .... (become) important national pastimes – everybody watches each programme and everybody talks about last night's episode. Many of the actors and actresses from soap operas (8) .... (become) film stars.

3.2 Past simple or Present perfect?

Are these sentences about Text A or Text B? Write the correct letter.

Text .... is in the Past simple because it is about things that happened at a definite time in the past.

Text .... is in the Present perfect because it is about past events that have a result now.

Present perfect, Past simple: World news

Look at the TV screens and write two sentences about each piece of news.

Stone age painting, France

Archaeologists have discovered a stone painting.

They found it in France.



Earthquake in Italy, Friday, 12.30

....

....



Our Taekwon-Do players, in an international competition

....

....



Paul Newsom, Golden Disc winner, 25 million copies

……………………………………………………

……………………………………………..……...



4. *Writing and speaking:* Talk to Marit

Write your answers to Marit's questions. Then talk to her on the cassette.

MARIT: Hi. What have you done today?

You: ....

MARIT: I've just been reading about the invention of television.

How often do you watch TV?

You: ....

MARIT: Oh. What's your favourite programme on TV?

You: ....

MARIT: I don't think I know that programme. What's it about?

You: ....

MARIT: Sounds interesting. You know, there are some good programmes on television, but also a lot of boring programmes. Some people say there are too many films on television. What do you think?

You: ....

MARIT: Yes. They also say that many programmes are 'empty-headed'. Do you agree?

You: ....

MARIT: How do you think television has improved our lives?

You: ....

MARIT: That's interesting. Well, I have to go now. I want to watch my favourite TV programme! Talk to you later.

Unit 3 Discover South Africa

Culture Matters

1. *Discussion:* What do you know?

What do you know about South Africa? Do these words mean anything to you?

apartheid   boycott   ANC   Mandela

Tell the class your ideas.

Around South Africa

Look at the map of South Africa and the *Fact box.* Find an answer to this question.

What differences are there between the landscape, wildlife and industries in South Africa and our country?

2. *Reading:* A difficult history

2.1 A crime against humanity

Read Parts 1 and 2 about South Africa.

The South African government divided the population into four races. 'Coloured' people were a mixture of other races. Where did the other three groups of people originally come from?

The South African government said that they introduced apartheid to stop the different races fighting each other. What do you think the real reason was?

2.2 The road to freedom

Read Parts 3 and 4.

Look back at Unit 1. Can you find an example of the boycott of South Africa? What effect does a boycott have do you think?

Investigate South Africa. You can hear the text on the cassette.

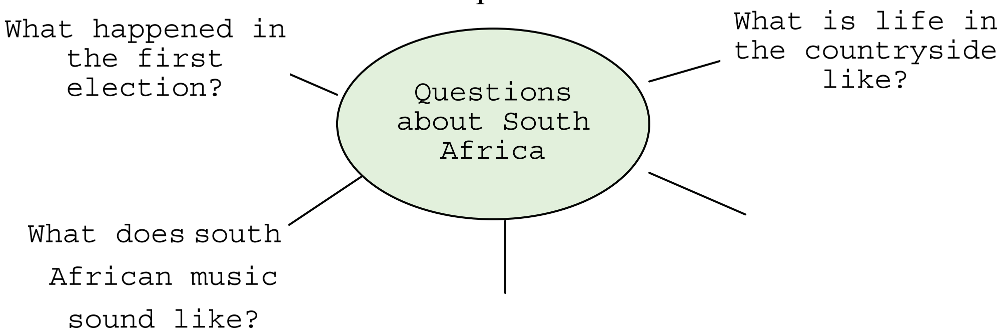
3. *Research:* Decide ...

Investigate South Africa

Choose a or b. During the next week, see if you can find some answers.
Tell the class what you discover.

a. Your questions

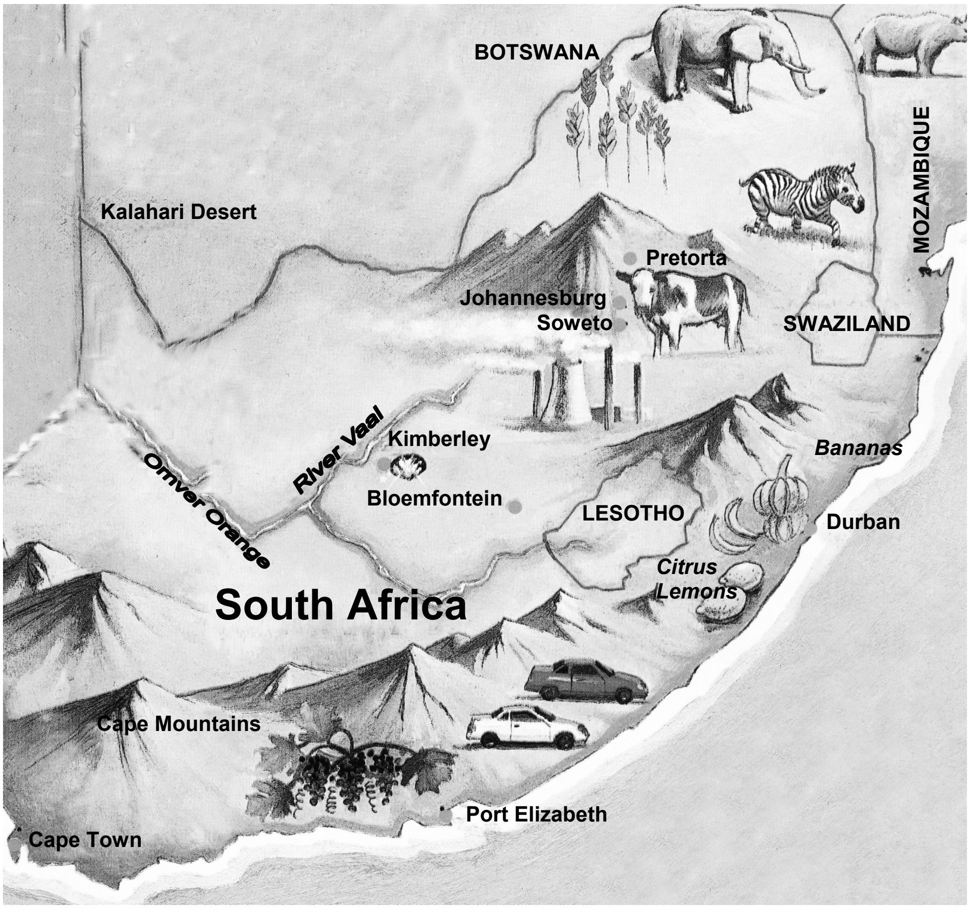
What questions do you have about South Africa now? What would you like to find out? Brainstorm some questions.



b. People, places and dates

These people, places and things are important in recent South African history. Find out why.

Cape Town	apartheid	racist	1962	1994
Nelson Mandela	the African National Congress		gold	diamonds



Fact box: South Africa

Population: approximately 40 million
Capitals: Cape Town, Pretoria and Bloemfontein
Largest city: Johannesburg (2 million)
Size: 1 221 037sq.km
Climate: Generally, a mild, sunny climate, with little rain
Official languages: Afrikaans (a type of Dutch), English, Zulu, Xhosa and 7 other African languages

1. History …

People from other parts of Africa arrived in South Africa about 2 000 years ago. Dutch people arrived in 1652 and they imported slaves from Asia to work on their farms. Later, other white people came from France, Germany and Britain. The white people fought the African people and each other, and the region became part of the British Empire. In 1931, South Africa became an independent country under white control.

2. A crime against humanity

In 1948, the South African government introduced apartheid ('apartheid' is Dutch for separateness'). They separated the population into four races:

1. Whites (18% of the population)
2. Blacks (70%)
3. Asian (3%)
4. Coloured (9%)

Blacks, the largest group, had no power at all and they were not allowed to move freely. The races were completely separated in schools, transport, public places, hospitals, etc.

3. The road to freedom

Many black people opposed apartheid and thousands of people were killed in protests. In 1962, the government arrested one of the main black leaders, Nelson Mandela. Many countries criticised South Africa and they boycotted all trading, cultural and sporting contact with the country. After years and years of pressure, the government finally agreed to end apartheid and talk with black leaders. In 1990, Nelson Mandela was released after 27 years in prison. Four years later, in 1994, South Africa held its first election in which everybody could vote. Mandela's party, the African National Congress (ANC), won and he became the first black president of South Africa.

4. South Africa today

The system of apartheid has ended but many problems remain. Most of the black population is still very poor and has a very low level of education. There have also been a lot of problems between different tribes. But, after years of suffering the crime of apartheid, South Africa now has a future.

Supplementary Exercises

1. *Reading:* Disaster!

Imagine that Mick is a photographer for a news magazine. The magazine has sent him to a small island where there is an international sports competition. Yesterday, however, the volcano on the island suddenly erupted and the situation is now very dangerous. The air is hot and he can see the lava flowing down the volcano in the distance. What should Mick do? Read Card 1, decide what he is going to do and choose the next Card.



Card 1. Most people have decided to leave the island and some ships are coming to take people to safety. A small group of photographers has decided to try to get closer to the volcano so they can take some spectacular photographs. They have plenty of cameras and film and they have asked Mick if he wants to go with them. What should he do?
Card 10: **Try to leave the island.**
Card 3: **Join the other photographers.**

Card 2. Mick took the alternative route and got much closer to the volcano. He has some incredible photographs! He now has to decide what he is going to do next. He is not sure if it is safe to go back to the city, because the road may be dangerous. Another possibility is to try to drive to the other side of the island and see if he can find a ship to take him to



safety. It looks very dangerous in both directions. What should he do? Card 6: **Go back to the city.** Card 9: **Drive to the other side of island.**

Card 3. Mick joined the other photographers and he is now closer to the volcano. He has taken some spectacular photographs but he now has a problem because the road in front of him has been completely destroyed. He knows that there is an alternative route to the volcano but if he continues he might not be able to get back. Mick has a lot of excellent photographs already and it might be better if he goes back to the city and tries to leave the island. What should Mick do? Card 8: **Go back to the city.** Card 2: **Continue towards the volcano.**

Card 4. Disaster! Mick decided to walk back to the city, but on the way he fell and lost his camera. He has also lost all the photographs he has taken. He is now back in the city. What should Mick do next? **Go to** Card 1**.**

Card 5. Mick bought some horses and he travelled about 8 kilometres to another village. Then, it became very hot and the horses collapsed. This is terrible! Luckily, he is now in a small village. There is another man here who has a lorry for sale but Mick is not sure if he can trust the man. Mick could walk slowly back to the city — it is only 8 kilometres. What should he do? Card 4: **Walk back to the city.** Card 7: **Buy the lorry.**

Card 6. Mick got safely back to the city, and it is now much calmer. There are helicopters taking people down to the port where there are plenty of ships. He's nearly home — and his photographs will be in tomorrow's newspapers. Congratulations!



Card 7. Mick paid for the lorry and started to drive towards the other side of the island. About 15 kilometres later, he discovered that the lorry was losing petrol and that he had very little left.

He knew that he didn't have enough petrol to get to the other side of the island so he decided to go back to the city, which is where he is now. **Go to** Card 1**.**

Card 8. Mick is back at the city, and there is panic everywhere. It isn't safe there and he has to escape immediately! He has met a man who says he has an old lorry for sale but he wants a lot of money. Mick is not sure whether he can trust him — the man may be trying to trick him. It might be better if he buys some horses and make his own way around the island. What should Mick do? Card 5: **Buy some horses.** Card 7: **Buy the lorry.**

Card 9. Help! Mick decided to drive to the other side of the island but his vehicle slipped off the edge. He climbed out safely, but he lost his camera and all his film in the accident. Luckily, some people were passing and they picked him up and took him back to the city, which is where Mick is now. **Go to** Card 1**.**

Card 10. Mick is now at the port. Unfortunately, there are thousands of people there and only two ships. There is no chance that he can get on a ship. He could go back to the city and see if it is possible to find another way off the island. Alternatively, he could buy some horses and try to cross to the other side of the island. Mick thinks there are some more ships waiting there. What should he do? Card 8: **Go back to the city.** Card 5: **Buy some horses.**



2. *Writing:* Continue the story

Look back at the story. Card 4, 7 and 9 take you back to the beginning. Write two more 'decisions' for each of those texts, to make the story longer. Give them to another student to read.

Unit 4 Revision and Test

(Units 1—3)

1. *Vocabulary:* The words you meet

1.1 Word groups

Here are some words that you saw in Units 1—3. Can you put them into the three word groups? Can you add any more words of your own?

words to talk about sports

some hobbies that people have

words to talk about TV

climbing mountains court collecting stamps fan goal

making models match net prime time making furniture

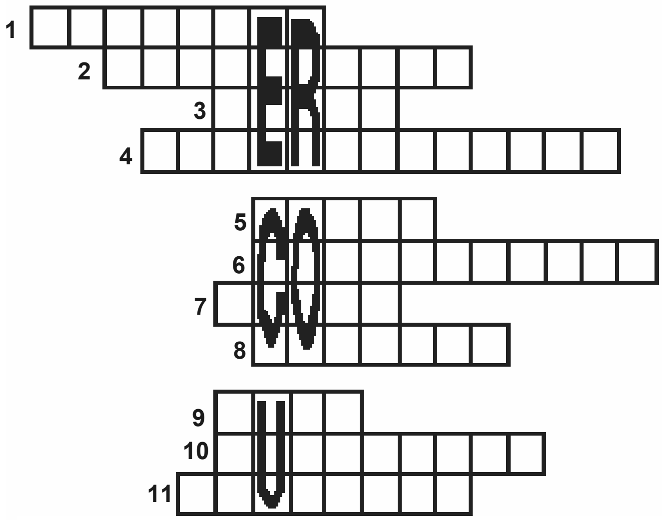
programme ratings rule playing computer games score serve

sewing singing team competition entertainment

1.2 A puzzle

Can you complete the puzzle with the correct words from Exercise 1.1?

1. A machine that has changed our lives.
2. A .... TV station shows advertisements.
3. To hit the ball to start a new game or new point in tennis, volleyball, etc.
4. Television provides a lot of ....



5. The place where tennis, volleyball, etc. is played.
6. An event to find out who is best at something.
7. To get a point or a goal.
8. Many people like to .... stamps, coins or other things.
9. Something that says what you can and cannot do.
10. Tables, chairs, sofas and cupboards are all types of ....
11. Everest is one.

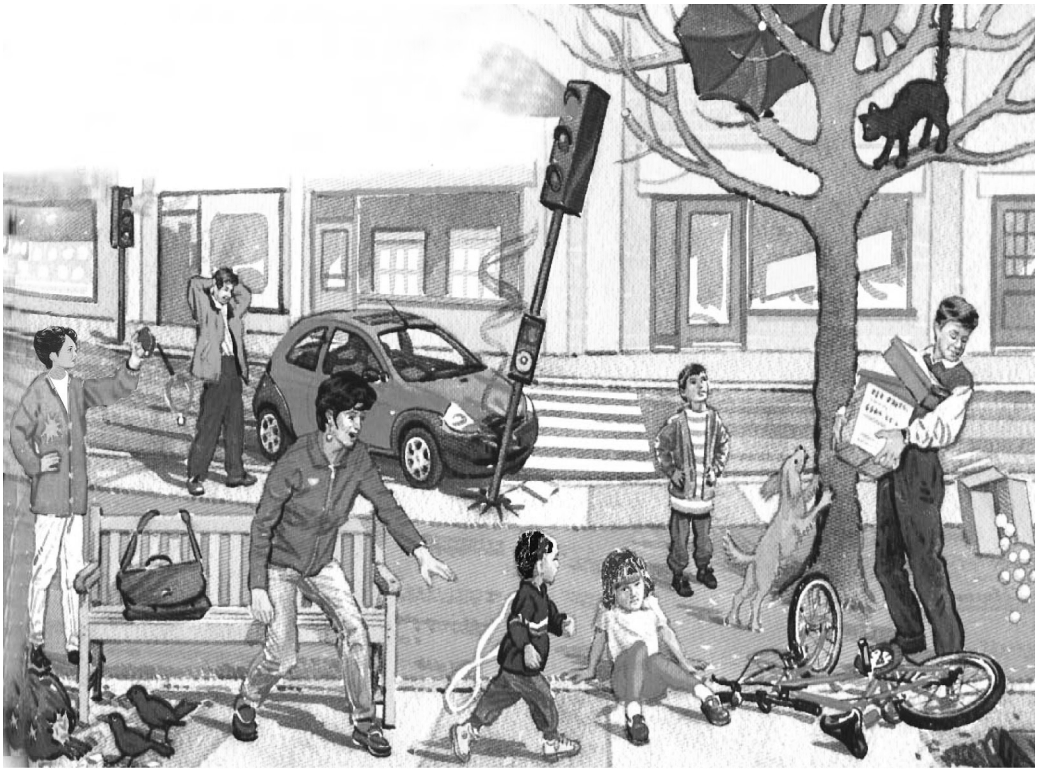
2. *Language focus*

Present perfect and Past simple: What's happened? When?

2.1 Accidents!

Look at the scene of a street in England.
Work in pairs and ask each other questions. Like this:

A. What has the woman done?	B. She's lost her dog.
A. Why did she lose it?	B. Because the dog saw a cat.



2.2 Experiences

You can also use the Present perfect to ask a question about experiences:

Have you ever been on a motor-cycle?

and the Past simple to answer it.

Yes, I have. I went on one last summer.

Work with your partner again and ask each other some questions. Answer:

No, I haven't. or Yes, I have. I ....

Have you ever watched TV at 3 o'clock in the morning?
Have you ever visited a television station?
Have you ever been to an English-speaking country?
Have you ever skied?
Have you ever talked to an English person?
Have you ever eaten raw fish?
Have you ever been on a ship?
Have you ever ...?

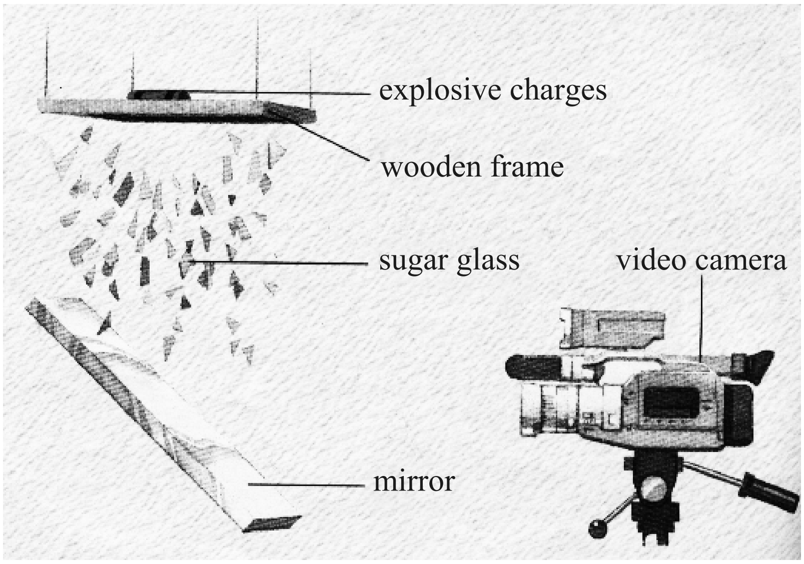
Passive: Television special effects

Nowadays, we see many special effects on television.

Look at the picture and read about how a graphics designer made the opening sequence for a programme.

Can you complete the text with the correct form of the passive?

The opening sequence <u>was made</u> (make) in different parts.



1. First, a picture was painted (paint) on special glass made from sugar.

2. Next, it was hung (hang) from wires and small explosive charges were placed (place) on the back of the glass. A mirror was put (put) under it.

3. Then, a video camera .... (point) at the mirror and the charges .... (detonate). As the glass broke all the pieces fell towards the mirror and they .... (film) by the camera.

4. To make the next part, the name of the programme ‘Explosion’ .... (paint) on sugar glass and exactly the same process .... (repeat).

5. Next, the first part of the film .... (join) to the second part of the film, but the second part .... (play) in reverse, so that it appeared that figure .... (change) into ‘Explosion’.

6. Finally, the film .... (play) much slower. Some ‘blood’ – red paint .... (add) to complete the dramatic special effects!

Supplementary Exercises

1. *Vocabulary:* What’s the word?

1.1 Verb phrases

Make a complete phrase from the words in **Lists A** and **B**. Then show which area in **List C** it comes from.

List A	List B	List C
boycott	a ball	
collect	a business	hobbies and sports
encourage	a country	
injure	a goal	politics
promote	a product	
protest	coins and stamps	business
run	some clothes	
score	somebody	
serve	somebody to do something	
sew	against something	

Now look at each word in **List A** again. Write your own example for each one from a different area in **List C**.

For example:

Collect information about prices – business

1.2 Adjectives

Which word (a – d) has a similar meaning to the word on the left?
Circle the correct letter.

1.	huge	a. large	b. expensive	c. fast	d. rude
2.	maximum	a. clever	b. biggest	c. nice	d. exciting
3.	usual	a. normal	b. relaxed	c. old	d. used
4.	enjoyable	a. sad	b. interesting	c. pleasant	d. difficult
5.	violent	a. bad	b. strong	c. wild	d. aggressive
6.	afraid	a. tall	b. frightened	c. hungry	d. bad
7.	passive	a. inactive	b. historical	c. lazy	d. old

2. *Grammar*

Passives: Another look at the history of television

Read the information about the history of television again and then complete this table of dates. Use the passive form.

1929	The first electronic television system was demonstrated.
1936	The first TV programmes (1) ....
1939-45	All developments in television (2) ....
1946	Transmissions in a country (3) ....
1962	A satellite (4) ....
1964	The first colour television pictures (5) ....
1969	A man (6) .... by millions of people.

Present perfect, Past simple: **Would you do it?**

Read about a new sport. Complete the text with the correct verb form – Present perfect ('have done') or Past simple ('did').

Listen and check your answers. What do you think about bungee jumping?

Bungee Jumping

A NEW SPORT – OR JUST DANGEROUS?

Some people say it's the most exciting thing they (1) .... (ever, do) in their lives. Other people say it's dangerous and stupid. 'Bungee Jumping', as it is known, (2) .... (become) popular in some countries. Every year, thousands of people jump 50 metres or more – saved only by a 'bungee', an elastic cable that stops them hitting the ground.

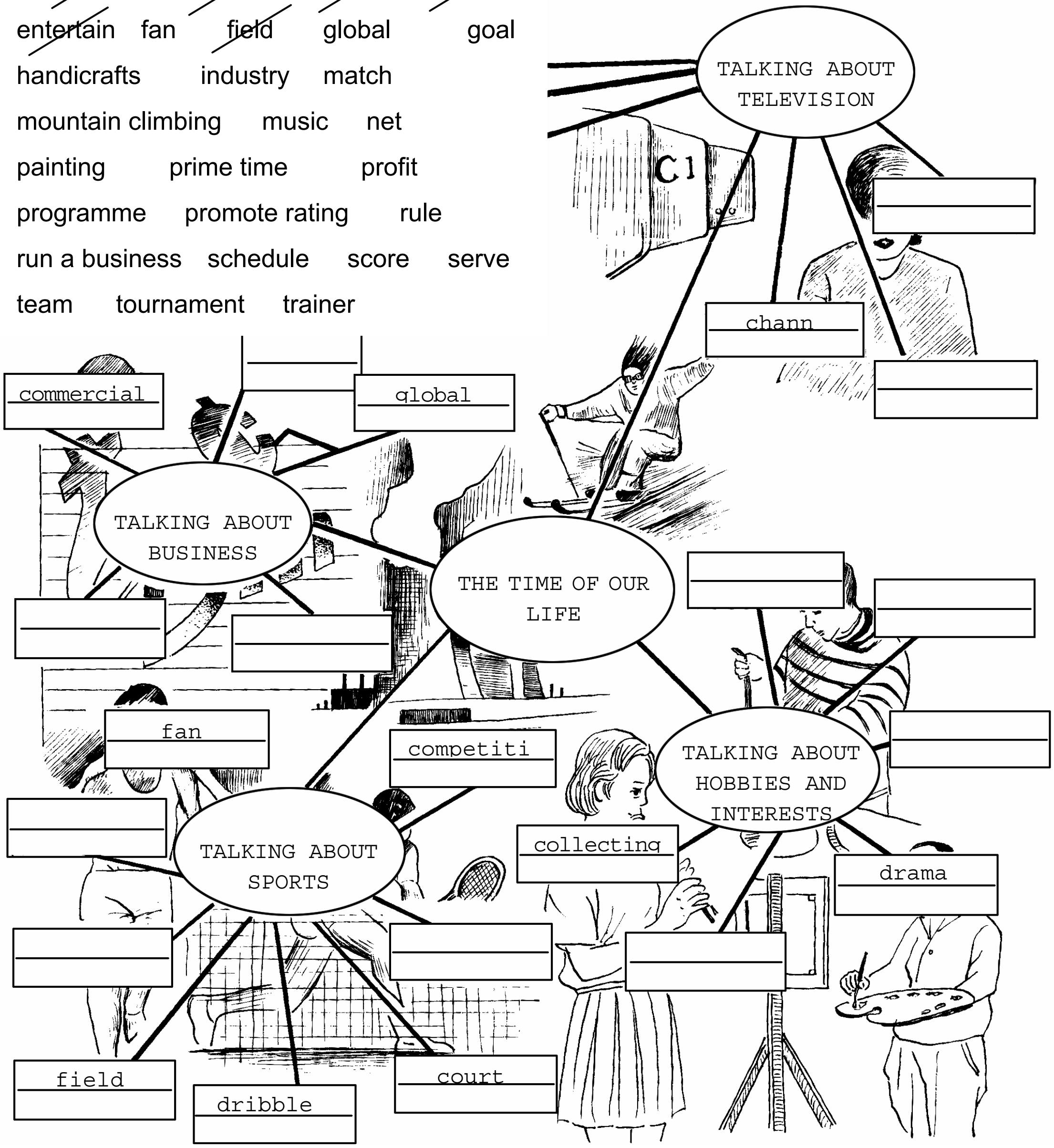
Bungee jumping (3) .... (begin) in 1979 when two persons from England, (4) .... (jump) from a bridge. Since then, bungee jumping businesses (5) .... (appear) in other places, although in some countries it is illegal. Bungee jumpers fall through the air at nearly 100 km an hour – risking their lives if the bungee cord breaks. Emily Stead is a bungee jumper who (6) .... (survive) 50 jumps. 'It's fantastic!' she says. 'I first (7) .... (go) bungee jumping five years ago. Then, I (8) .... (jump) just 20 metres. My last jump (9) .... (be) 50 metres – from a hot-air balloon. It's the best sport I (10) .... (do).' Other people do not agree. 'Bungee jumping,' says Dr William Finch in Colorado, 'is both stupid and dangerous. This month, I (11) .... (see) twelve people who (12) .... (damage) their legs or ribs from a bungee jump. Until now, nobody (13) .... (die) – but, sooner or later, it will happen.'

A vocabulary map (1)

The time of life

Write these words in the most appropriate area of the vocabulary map. (Some words can go in two or more areas.) You can also add the meanings in the Korean language (in the bottom half of each box). Can you add any more words that you know or any more areas to the map?

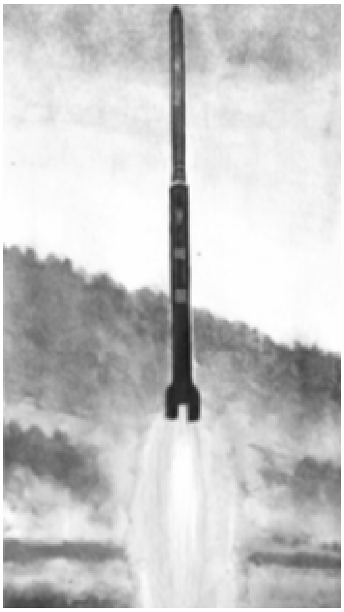
~~channel~~ ~~collecting things~~ ~~commercial~~
~~competition~~ ~~court~~ ~~drama~~ ~~dribble~~
~~entertain~~ fan ~~field~~ global goal
handicrafts industry match
mountain climbing music net
painting prime time profit
programme promote rating rule
run a business schedule score serve
team tournament trainer



Theme B　Vision of the future

Unit 5　The Future

Topic and Language

Artificial earth satellite Kwangmyongsong 1 launched

1. Discussion:　Thinking about the future

1.1 The image in your mind

Look at the pictures above. What picture do you have of the future? What things will happen in our country? Where do you see images of the future? Do you believe them? Will life in the future be better, worse or the same as now? What do you hope about the future? Do you want to travel into the space in the space shuttle made in our country?

1.2 But when …?

How quickly will things change?

Write down four of the things that you talked about in Exercise 1.1. When do you think they will happen? Write a date for each one. Compare with other students in the class.Where can you see the beginnings of those changes now?

2. *Listening:* Studying the future

Futurologists are people who study the present and then try to predict the future. How do they do it, do you think?

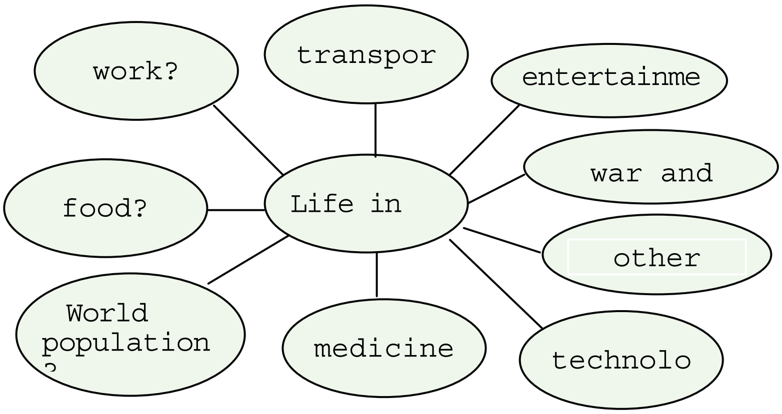
Adriana Lima is a futurologist. She is telling Lars Bengtson about her work. Listen. Why is futurology important? What are two types of futurology?

3. *Reading:* The year 2050

3.1 Your predictions

In the year 2050, how old will you be?

What will life be like then, do you think? How will we live? Brainstorm predictions with the class. Why do you predict those things?



3.2 Futurologists' predictions

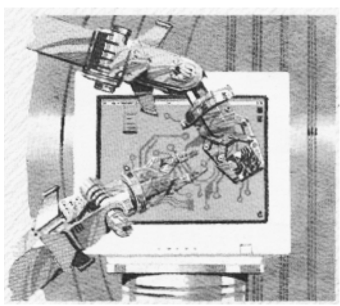
Futurologists predict that life will probably be very different in 2050. Read some of their predictions. Which ones do you think are good things? Which ones are bad? Which ones could be good or bad?

What do you think we should do now to make sure that only the good things happen?

BY 2050 ...

TECHNOLOGY

Robots will have replaced people in factories.



Many factories use robots. Big factories prefer robots and they work 24 hours a day. By 2050, we will see robots everywhere – in factories, schools, offices, hospitals, shops and homes.

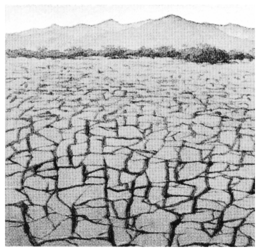
ENTERTAINMENT

TV channels will have disappeared. Instead, people will choose a programme from a 'menu' and a computer will send the programme directly to the television. Today, we can use the World Wide Web to read newspaper stories and see pictures on a computer thousands of kilometres away. By 2050, music, films, programmes, newspapers, and books will come to us by computer.

'Holographic Feedback TV will have arrived.' Holograms are pictures that have height, width and depth. Simple holograms exist today and 'virtual reality' games are already popular. By 2050, we will be able to see, smell and touch the things that we see on television.

THE ENVIRONMENT

***Water will have become one of our most serious problems*.**



In many places, agriculture is changing and they are growing fruit and vegetables to export. This uses a lot of water. Demand for water will increase ten times between now and 2050 and there could be serious shortages. Some futurologists predict that water could be the cause of war if we don't act now.

TRANSPORT

Cars will run on new, clean fuels and they will go very fast.

Cars will have computers to control the speed of the car and there won't be any accidents. Today, many cars have computers that tell drivers exactly where they are. By 2050, the computer will control the car and drive it to your destination.

Space planes will take people halfway around the world in 2 hours. Today, a space shuttle can go into space and land on Earth again. By 2050, space planes will fly all over the world and people will fly from Pyongyang to Moscow in just two hours.

MEDICINE

Medical technology will have conquered many diseases.

Today, there are electronic devices that connect directly to the brain to help people hear. By 2050, we will be able to help blind and deaf people to see and hear again.

Scientists will have discovered how to control genes.

Scientists have already produced clones of animals. This will help us increase the production of meat and eggs in the future.

Inside the text

A Check your understanding

What do the underlined pronouns refer to?

1. We will be able to see, smell and touch <u>them.</u>
2. <u>They</u> will take people halfway around the world in 2 hours.
3. <u>It</u> could be the cause of war.

Now write three more sentences. Underline the pronouns and give the sentences to other students. Ask them what the pronouns refer to.

B What's the word?

Match each word to the correct meaning.

1. clone (n.)	a. defeat
2. gene (n.)	b. like one thing more than another
3. shortage (n.)	c. join
4. fuel (n.)	d. say what will happen in the future
5. cause (n.)	e. chemical 'information' in your body
6. prefer (v.)	f. an exact copy of an animal or thing
7. conquer (v.)	g. an amount that is not enough
8. predict (v.)	h. something that gives heat or power
9. connect (v.)	i. reason

C Say it clearly!

In English, the voice usually falls at the end of a list.

... schools, offices, hospitals, shops and homes.

4. *Writing:* From the present to the future

4.1 Your ideas

Think about what is happening now. How will things develop, do you think? Work in a small group and write some predictions. Explain why you think these things will happen.

Some topics

exploration in space	the population of the world	energy
natural resources	language learning	food
life in cities	computers	family life

We think that in the future we will ... because we already ...

4.2 Cause and effect

If the predictions are correct, then the world will change a lot. In your group, choose some predictions from Exercise 3.2 or 4.1. What will be the effect of each one?
Make an idea map and explain your ideas to the class.
For example:

'Cars will run on new, clean fuels and they will go very fast.'

People will travel a lot more.

There will be roads everywhere.

Roads will destroy the countryside.

People won't live near the place where they work.

Towns and villages will be 'dead'.

There won't be so much pollution. The air will be cleaner.

People will be healthier.

5. *Language focus*

'will' and 'be going to': The future

5.1 Ways to talk about the future

There are many ways to talk about the future in English.

a. You can use 'will' to talk about predictions.

Robots will travel into space in the next century.

b. You can use 'be going to' to talk about plans ...

I'm going to meet my friend tomorrow.

... and about things that you think are certain to happen.

Look! Those cars are going to crash!

c. You can also use the Present continuous to talk about fixed plans, especially with a definite time.

I'm playing football on Saturday.

Look at these sentences. Decide if you think they are predictions, plans or things certain to happen. Then complete each sentence with 'be going to' or 'will'.

1. I .... see a film tomorrow night.
2. I think I .... pass the English test tomorrow.
3. Ok Hui .... study medicine when she leaves school.
4. Try this cake. You .... like it!
5. Many scientists say the climate .... change a lot in the next hundred years.
6. Look at the clouds! It .... rain.

5.2 Will or Won't?

Complete these sentences with your own ideas about the future. Use 'will' or 'won't'. What do other students think?

1. There .... be only one Korea in the world.
2. The Earth .... be very different.
3. There .... be an European government.

4. People .... live on another planet.
5. Many people .... have enough to eat.
6. We .... eat the same things that we eat now.

Future perfect: By 2050 …

5.3 In your language

How do you say these sentences in Korean? They are examples of the Future perfect.

By 2050, TV channels will have disappeared. Holographic TV will have arrived.

Can you find some more examples in Exercise 3?
What do you think you use the Future perfect for?
How can you describe the Future perfect?

Subject	………	+	…………
TV channels	*will*		*have disappeared.*
Holographic TV	*will*		*have arrived.*

5.4 How to form the Future perfect

You can use the Future perfect to talk about something that *will have been completed in the future.* You form it with 'will' and the Present perfect ('have' and the Past participle). Can you complete this table?

Infinitive	**Present perfect**	**Future perfect**
be	have been	will have been
arrive	....	....
become	....	....
conquer	....	....
disappear	....	....
discover	....	....
grow	....	....
increase	....	....
reach	....	....
rise	....	....

5.5 Some more predictions

Here is some information about the world today. How do you think things will change? Write a sentence about each one.

1. Today, we have a satellite in the space. *By 2050, our country will have had many space shuttles.*
2. The world's population is about 6 billion*. By 2050, …*
3. China has the largest population, with 1.3 billion. *By 2050, ...*
4. India has a smaller population than China, but by *2050, India ...*
5. At the moment, we use 2 400 cubic kilometres of water a year but this is growing very fast. *By the year 2050, it ...*
6. Some scientists say that the temperature of the Earth is rising 0.1 °C every year because of pollution. *By 2050, they say ...*
7. The rise in temperature is melting the ice at the North and South Poles and the sea level is rising. *Compared to the sea level in 1970, some scientists say that by 2050, ...*

5.6 What will you have done?

What will you have done by the end of next week, next month and next year? Think for a few moments and write some sentences. Read them out to the class.

By the end of next week, I will have …

By the end of next month, I will have …

By the end of next year, I will have …

6. *Writing:* A letter for the world

6.1 Your ideas for the future

If you could talk to the people, what would you say? Note down your ideas.

What problems for the future would you tell them about?

What would you ask them to do now to protect the future?

What good things do we need to preserve for the future?

What can you tell them about your hopes for the future?

What do other students think? Make a list of their ideas.

6.2 A letter to the people

Work in a small group and plan a letter to a person. Follow these steps.

a. **Plan:** Talk about what you want to write. Make a list of points.

b. **Write a draft:** Decide exactly what you can say in your letter. Together, write a draft about each idea (everybody in the group must write). OR decide who will write each section, and work individually. Help each other with spelling, grammar, vocabulary and phrasing. Ask your teacher for help.

c. **Check it:** Read through your work and check:

   spelling, grammar, vocabulary, style

d. **Revise it:** Exchange your work with other students. Can you suggest improvements to other students' letters?

e. **Finalize it:** Look at the letter outline and write the final version.

f. **Post it:** Post your letter. Your teacher has some addresses.

> Your address
> Country
> Date
>
> Name and address of the person you are writing to
>
> Dear *Name of person*
>
> *We are students in ... and we are writing to you to tell you about our ideas about the future. We hope that you can spare a few minutes to read what we have written.*
>
> *At the moment ...*
>
> *We think ...*
>
> *We are worried that ...*
>
> *We hope that ...*
>
> Thank you very much for your attention.
>
> With best wishes
>
> *Your names*

7. *Say it clearly!:* Intonation of lists

7.1 Up and down

When you want to say a list in English, your voice needs to go up on each item and then down on the last one. Listen and say these lists.

cars, buses, trains, planes and bicycles

apples, bananas, peaches and pears

books, pens, paper and ink

7.2 Some more lists

Write your answer to these questions. Then talk to the person on the cassette.

A: What subjects do you do in your school?
YOU: ....

A: What days do you go to school?
YOU: ....

A: What sports do people play in our country?
YOU: ....

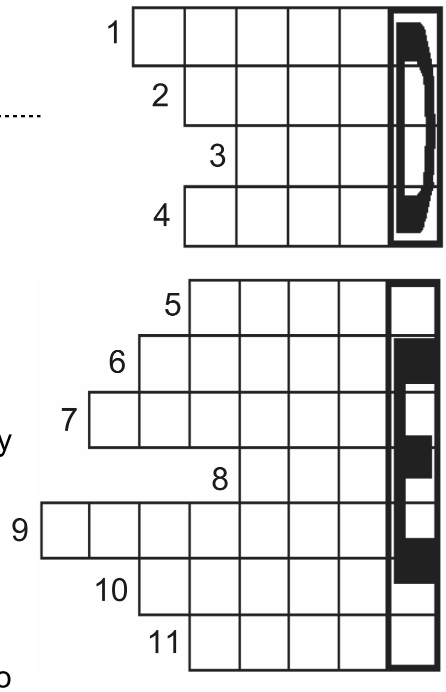
A: In which months do you have school holidays?
YOU: ....

Supplementary Exercises

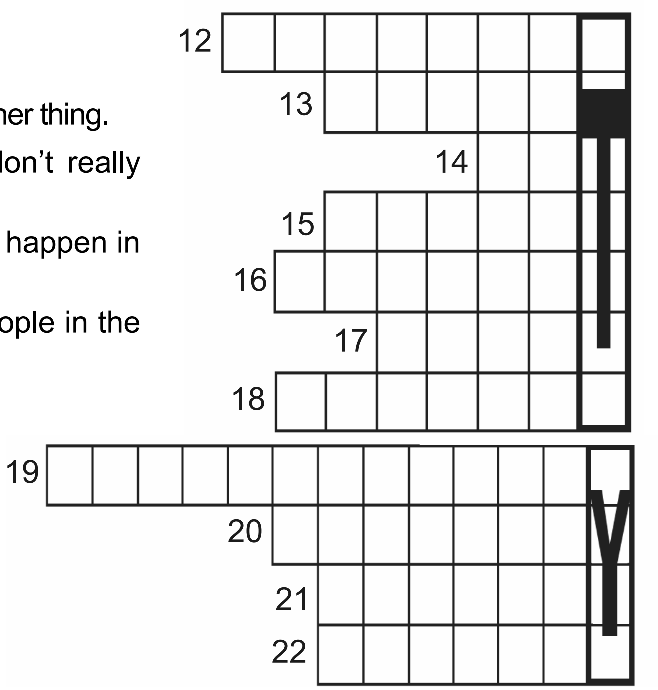
1. *Vocabulary:* What's the word?

Read the clues and write the correct word in each place.

1. .... for water will increase ten times in the next 50 years.
2. In the future, computers will control the .... of cars.
3. To come down to Earth again.
4. People who cannot see are .....
5. The reason for something.
6. A tool or apparatus.
7. Illness.
8. An increase, especially in the money people earn.
9. Not enough of something.
10. To refuse to work.
11. An exact copy of something.
12. For example, when two cars crash into each other.
13. Three-dimensional objects have depth, width and ....



14. To do something.
15. A quantity of something.
16. To join something with another thing.
17. Things in virtual reality don't really ....
18. To say what you think will happen in the future.
19. There are ….. 6 billion people in the world.
20. Straight towards something.
21. Precisely.
22. In the future, space planes will fly .... around the Earth in two hours.



2. *Grammar*

'Will' and 'be going to': Talking about the future

2.1 'will' or 'be going to'?

Would you use 'will' or 'be going to' in these sentences? Write your answers and then compare with the examples in Exercise 5.1 in your textbook.

1. I .... play football on Saturday.
2. Yong Ok thinks she ………… win the painting competition.
3. Chol Nam ………… leave school next year.
4. Go and see that new film. I'm sure you .... like it.
5. The companies in Britain have said that they .... increase the price of petrol next week.
6. Do you think it .... rain next week?
7. Futurologists think that in the future many people .... work at home.
8. Tomorrow there .... be a solar eclipse.

Future perfect: What will they have done?

2.2 In the theatre



Look at this picture of the Mansudae Art Theatre.

There is going to be a play in the theatre at 4 o'clock this afternoon. What will the theatre workers have done by then? Write six sentences.

For example: *They will have put the seats in the correct places.*

2.3 Some people you know

Think about some people that you know. What plans do they have? What will they have done by the end of next week, next month or next year? Write about them.

For example:

By the end of next week, Myong Mi will have finished painting her room.

3. *Writing and speaking:* Talk to Marit

Write your answers to Marit's questions. Then talk to her on the cassette.

MARIT: Hi, there. How are you?

YOU: ....

MARIT: I'm very busy. I'm going to enter a singing competition next week, so I have to practise. Do you like my voice?

YOU: ....

MARIT: Do you think I'll win?

YOU: ....

MARIT: Oh, well, it's always good to try! What plans do you have?

YOU: ....

MARIT: That's interesting. Tell me more about it.

YOU: ....

MARIT: Tell me what you're doing now. What books are you reading at the moment? Are you working on a project?

YOU: ....

MARIT: Oh. When will you have finished that?

YOU: ....

MARIT: It's good to keep active, isn't it? I must go. Talk to you later. Bye.

YOU: ....

Unit 6 After School

Topic and Language



1. *Discussion:* Hopes and wishes

What hopes or wishes do you have?
Do you like doing these things? Put a tick (√) to show your answer.
Compare with your neighbour.

	a lot	only sometimes	very little
• defending the motherland with arms in hands			
• learning facts about the world			
• mending things or seeing how they work			
• drawing, painting or making music			
• helping people or looking after children			
• planning or organising things			

Are there some subjects at school that you like a lot? Tell the class what you think.

2. *Reading:* After school

2.1 Your ideas

Do you have any ideas about what work you would like to do when you leave school? What decisions do you have to take now to prepare yourself? Which works would you definitely not like to do? Tell the class what you think. Do you want to become a soldier after you graduate from the school?

2.2 Different jobs, different interests

Often it is very difficult to decide what you want to do. By yourself, complete the questionnaire below. Follow the instructions carefully. Read about the different types of works.

Does the questionnaire help you decide what you would like to do?

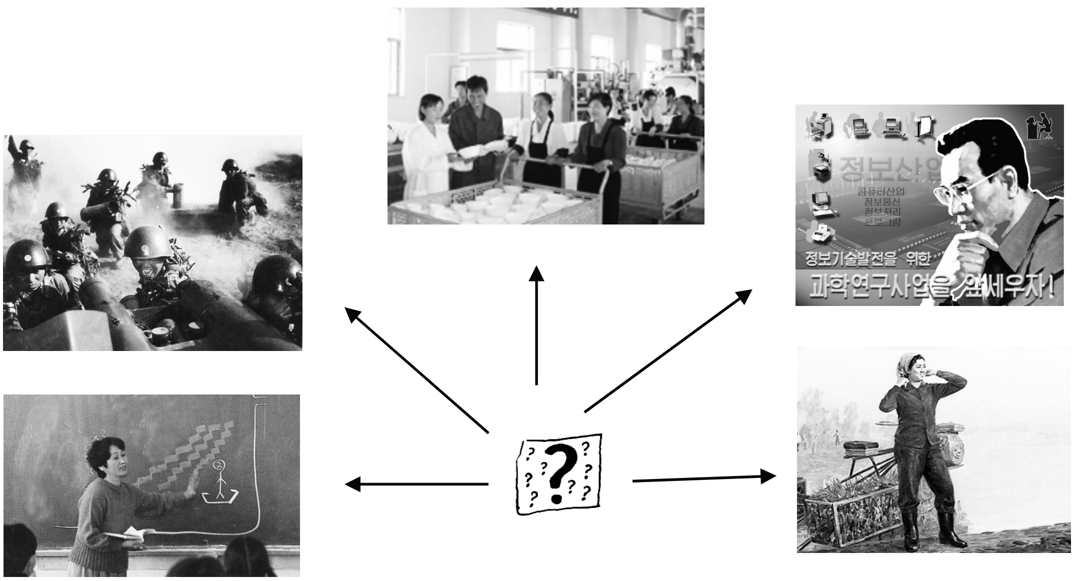
2.3 Some more jobs

Most jobs are a combination of different things. For example, if you are an actor you are *working with language* but you are also doing *creative work.*

Look at the five types of jobs again. What things are involved in these jobs?

soldier	farmer	worker	librarian	painter
scientist	teacher	taxi driver	TV news presenter	

WHAT'S THE RIGHT JOB FOR YOU?



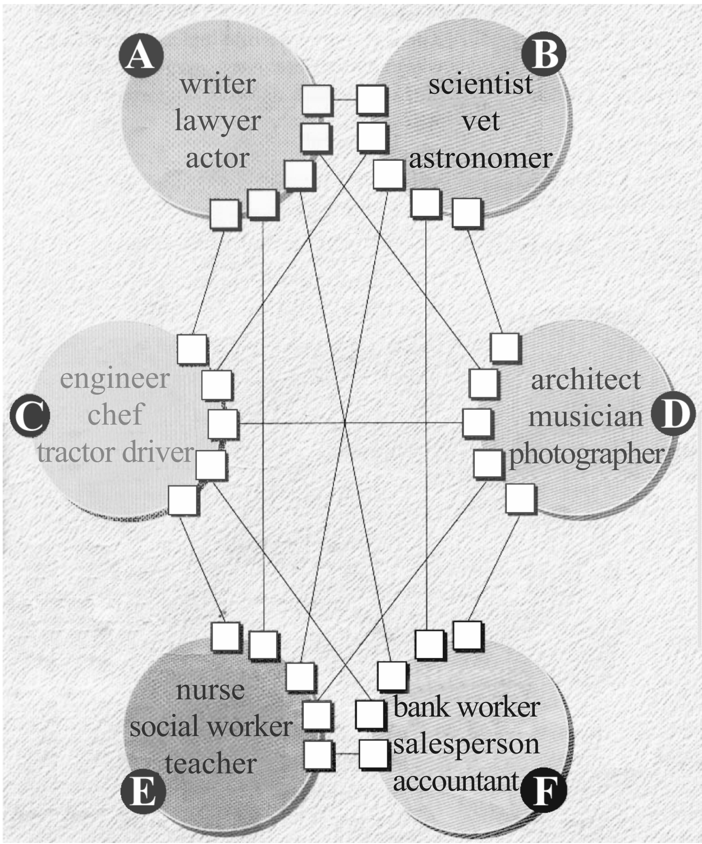
Step 1

Look at the circles on the next picture. First, compare the works in **Circle A** with the works in **Circle B**. Which group of jobs attracts you more? You have three points to give. For example, you could give **Circle A** two points and **Circle B** one point, or you could give **Circle A** zero point and **Circle B** three points. The total must be 3. Write the number of points in the boxes on the line from **Circle A** to **Circle B**. Continue in the same way so that you compare all the circles.

Step 2

Add up the points for each circle. Draw a graph to show the total for each circle. Now read about the circles that you gave the highest points.

Circle A: **Working with language**
You enjoy working with ideas and communicating. You probably also enjoy reading and like writing things down – especially when you are thinking about something.



Circle B: **Science and research**
You enjoy knowing things. You like finding things out, perhaps by looking things up in books, by working things out or by experimenting.

Circle C: **Practical work**
You enjoy doing things with your hands.
You enjoy constructing things or perhaps repairing things. You are not happy just sitting down — you like being physically active.

Circle D: **Creative work**
You enjoy expressing your ideas — but not so much with words.
You like creating things

that people can see or hear.

Circle E: **Social work**
You enjoy helping other people. You need a lot of patience because it is often difficult to help people.

Circle F: **Administrative work**
You like organising and planning things. You don't like taking too many risks, and you prefer things to be clear. Precise facts and information are important to you.

3. *Language focus:* Phrasal verbs

3.1 One-word and two-word verbs

Most verbs in English are just one word:
For example:

go say buy enjoy

However, there are also a lot of two-word verbs. These are called ‘phrasal verbs’.
For example:

get up write down turn on turn off

Look back at the questionnaire in Exercise 2.
Can you find six more examples?
How do you say those verbs in Korean?



3.2 What’s the phrasal verb?

Can you complete each of these sentences with the correct phrasal verb from the list?

add up	find out	get up
look up	sit down	turn off
turn on	write down	



a. With a pen or pencil, you can .... your ideas.

b. If you want to telephone somebody, you can .... their number in a telephone directory.



c. Can you .... the light? I want to go to sleep.

d. What time do you .... in the morning?

e. Come in and ....

f. An encyclopaedia can help you .... many things about the world.

g. .... the radio. I want to hear the news.

h. A calculator can help you ………… numbers.

3.3 How can you learn phrasal verbs?

Often, it is difficult to remember the meaning of a phrasal verb. With some verbs, the extra word only changes the meaning a little.

For example:

write → write down   sit → sit down

With other verbs, it gives a very different meaning.

get → get up (in the morning)

look → look up (a word in a dictionary)

There isn't any 'system' — and there is only one way to remember the meaning of phrasal verbs: learn them when you see or hear them!

3.4 Be careful!

Notice how you can say an object pronoun with a phrasal verb.

Write down *this number* → Write *it* down.

Where does the pronoun go? Can you change these sentences in the same way?

a. Turn off the radio and television, please.

b. Can you turn on the light, please?

c. He looked up the numbers in the telephone directory.

d. She added up the prices with a calculator.

4. *Listening:* Changing jobs

Many people in other countries have to change to a completely different job because they cannot find work.

Listen to Rafael Ortega from Mexico.
He is talking to Liz Simpson about why he changed his job.

a. What job did he train to do?
b. Why couldn't he find work?
c. What does he do now?
d. How are his old job and his new job similar?

5. *Writing:* Jobs for the future

5.1 In the lifetime

Probably in the lifetime people will have many different jobs. Things will change very quickly and people will have to change also.

Look back at what you read and talked about in Unit 5. How will work change in the future, do you think?

Tell the class your ideas.

5.2 New jobs

Probably some jobs will disappear completely and new jobs will appear. Choose three or four jobs that people do now. How will those jobs change in the future? What new jobs will appear?

Work with your neighbour or in a small group and make some notes.
For example:

Librarian

Perhaps people won't read books in the future. They will read, hear and see everything on a computer.

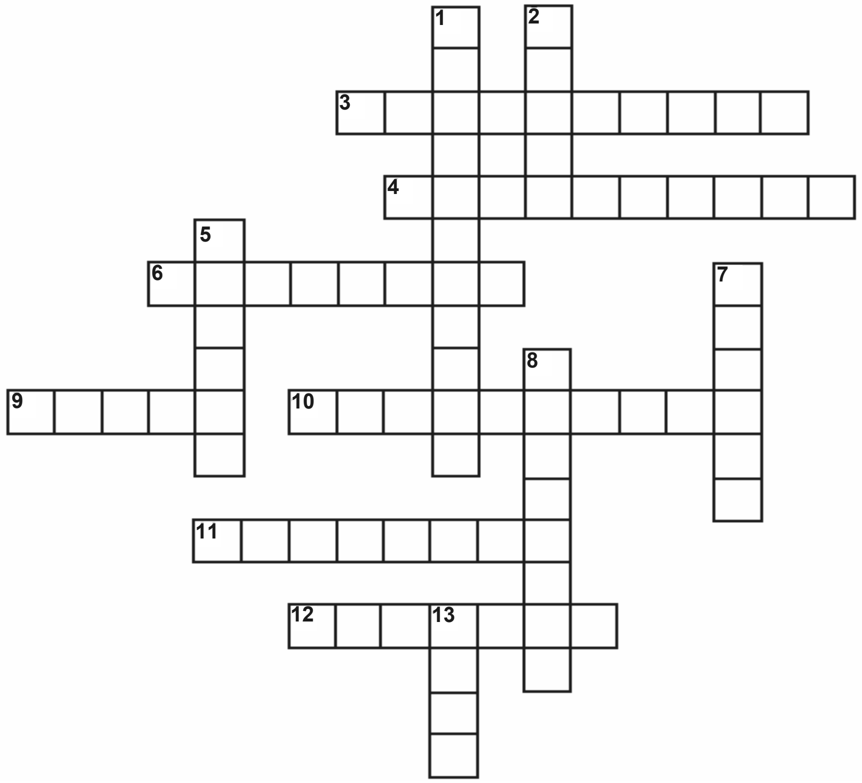
So we will need people to organize and choose the things to put on the computers.

You could make a poster of your ideas.

Supplementary Exercises

1. *Vocabulary:* What's the job?

Read the descriptions of the jobs, and write the names in the puzzle.



Across

3. They work in the government and make the laws.
4. They look at the stars and planets.
6. They work with plants.
9. They work in hospitals and help people who are ill.
10. They make calculations about money.
11. They play music.
12. They help people to learn.

Down

1. They try to sell things.
2. They work in theatres or in films.
5. They work with the law.
7. They try to cure people.
8. They design or repair machines.
13. They prepare and cook food.

2. *Reading:* An escape artist

2.1 Was it magic?

Harry Houdini had a very unusual job. He was an escape artist and he could escape from almost anywhere. Read about some of his greatest tricks.
How do you think he did them?

Harry Houdini was a famous magician and an escape artist. He could quickly escape from boxes, safes, handcuffs and chains. He did many famous tricks but few people found out how he did them. In one trick, for example, he was tied up in a special jacket. He was then pulled up high and hung upside down from a tall building. Within a few minutes, Houdini was free.

In another spectacular trick, Houdini was tied up in chains and he then climbed into a heavy wooden box. The lid was put on, and the box was closed up with nails and metal bands. A crane then lifted up the box and lowered it into a river. The box quickly filled up with water through a small hole in the bottom — Houdini disappeared from sight and there seemed no way he could get out. Immediately, however, Houdini broke free of the chains, pushed up one of the wooden panels of the box and got out. He then swam to the surface, unhurt, within 59 seconds.

Many of Houdini's tricks are still a mystery today, although lots of people have tried to work out how he did them.

2.2 Phrasal verbs

Many phrasal verbs end with 'out', 'up' and 'on'.

Find some examples in the text and match them to the correct meanings.

verb + 'out'

1. .... out discover
2. .... out escape
3. .... out calculate, understand

verb + ‘on’

4. .... on — place on top of something

verb + ‘up’

5. .... up — move upwards by pulling
6. .... up — move upwards by pushing
7. .... up — move upwards by lifting
8. .... up — close something completely
9. .... up — fill something completely

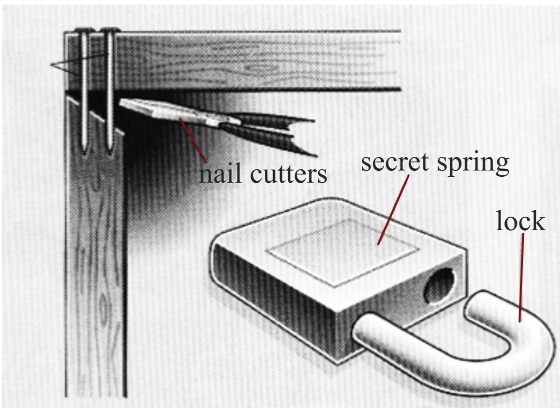
2.3 Which phrasal verb?

Look at your list of phrasal verbs in Exercise 2.2. Can you complete the sentences with the correct verb?

Listen and check your answers.

Some of Houdini’s tricks have a simple explanation, although the people at the time never (1) .... exactly how he did them.

Houdini wrote many books in which he explained some of his tricks, so it isn’t difficult for us to (2) .... how he (3) …............................ of the wooden box in the river, for example.



When they (4) .... Houdini in the chains, they didn’t know that the locks had a secret spring that he could (5) .... to open the locks. They also didn’t know that before they (6) .... the lid .... the wooden box and (7) ……., Houdini had hidden a pair of wire cutters inside the box. With the cutters, he cut two nails and then he (8) ....………....... one of the wooden panels. He did this very quickly,

before the box (9) .... with water, and then swam to the surface of the river.

3. *Writing and speaking:* **Talk to Bob**

Write your answers to Bob's questions.

BOB: Hi, there. How are you doing?

YOU: ....

BOB: I'm a bit tired today. I've been trying to decide what I want to do when I leave school. What are your plans?

YOU: ....

BOB: Oh, yeah? It's difficult to decide, isn't it? What jobs interest you?

YOU: ....

BOB: That sounds good. Why do you like those jobs?

YOU: ....

BOB: Oh, I see. Do you know anyone who does those jobs now? What do they say?

YOU: ....

BOB: Mmmm. How do you train for those jobs?

YOU: ....

BOB: Oh, right. I think it's the same in my country. People keep saying that many jobs will disappear in the future and that new types of jobs will appear. What do you think?

YOU: ....

BOB: Interesting. Technology will change lots of things.

Let's talk about this again, shall we?

I have to go now. Bye.

Unit 7 Discover India

Culture Matters

1. *Discussion:* What do you know?

What do you know about India? Tell the class.

Do you know the answer to these questions? Choose an answer a–d for each question. Compare with other students in the class.

❖ **What is the capital of India?**

a. Bombay

b. Delhi

c. New Delhi

d. Calcutta

❖ **What does 'monsoon' mean?**

a. a type of climate in India

b. something people eat in India

c. the name of a river

d. the name of a mountain

❖ **What language do people speak in India?**

a. Everybody speaks English.

b. Everybody speaks Hindi.

c. There are many different languages.

d. Everybody speaks Arabic.

❖ **The majority of people in India are:**

a. Muslim

b. Christian

c. Hindu

d. Sikh

2. *Reading:* India

2.1 Where can you find the answers?

Look at the questions in Exercise 1 again and then scan the texts about India. Read and check your answers to Exercise 1.

2.2 Some more questions

Read through the texts again and then note down your answers to these questions. Discuss your ideas with the class.

Why is English used a lot in India?

Why do you think India has developed so much since independence?

Why do you think there is so much poverty?

You can hear the texts on the cassette.

3. *Research:* Decide ...

Investigate India

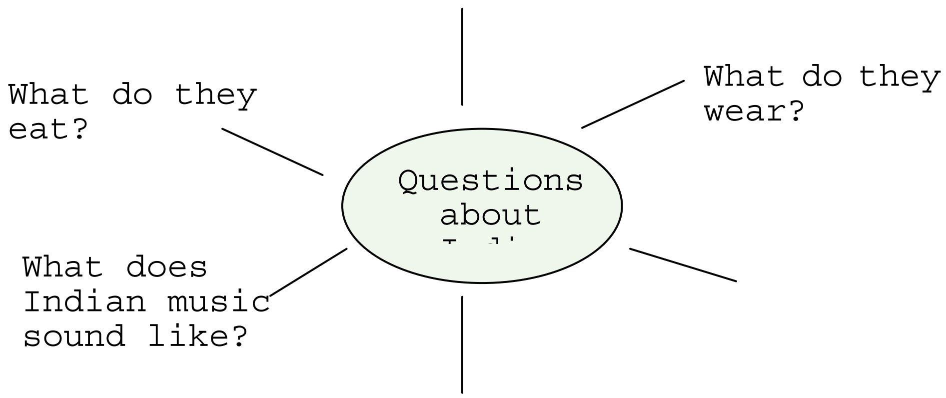
Choose **a** or **b**. During the next week, see if you can find some answers. Tell the class what you discover.

a. Your questions

What questions do you have about India now?

What would you like to find out?

Brainstorm some questions.



b. People, places and dates

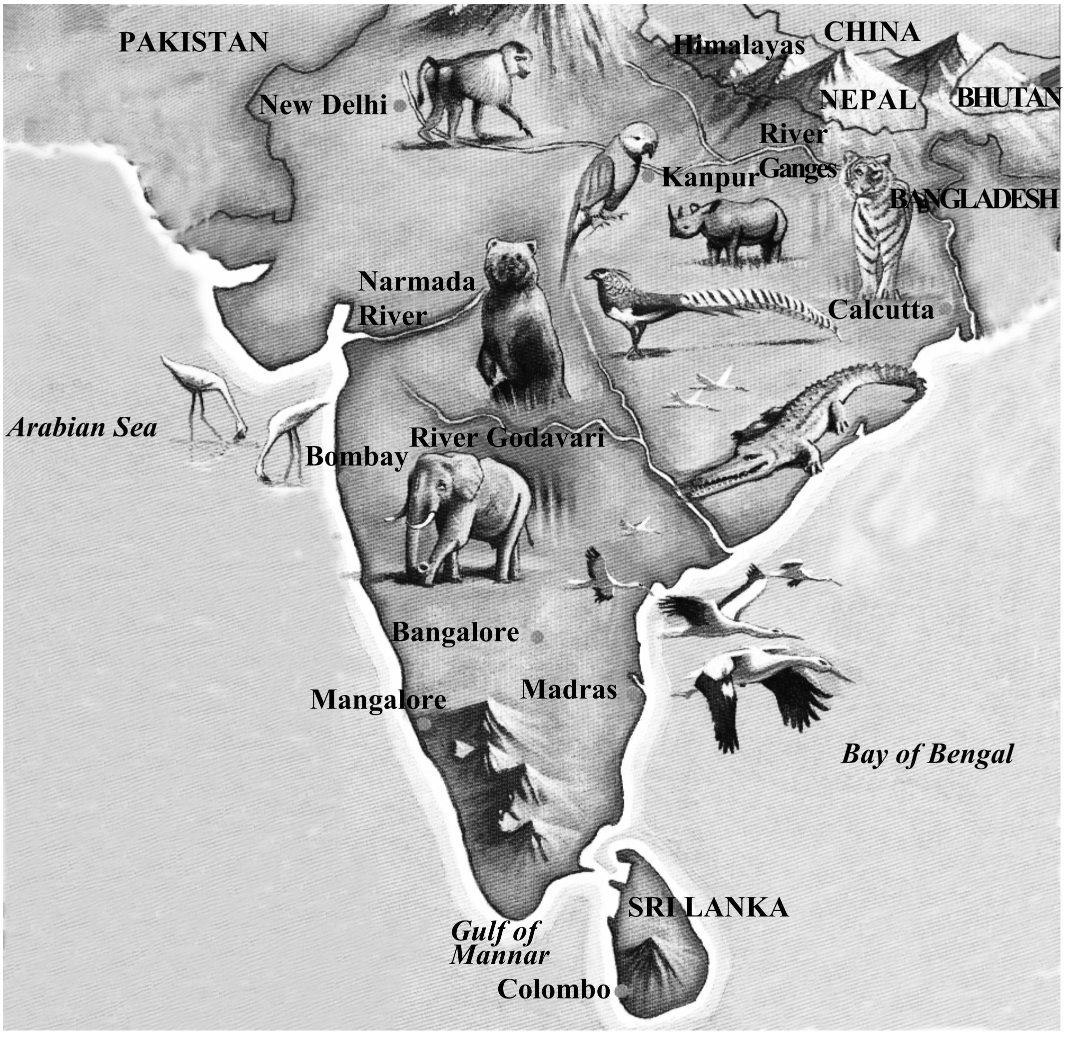
These people, places and dates are important in recent Indian history.

Find out why.

Mohandas Gandhi	Indira Gandhi	Rajiv Gandhi
Pakistan	Bhopal, December 1984	Hindi

Fact Box

Population: 1 billion. By 2050, it will have grown to 1.6 billion.
Capital: New Delhi
Largest city: Bombay (12.5 million)
Size: 3 287 590 sq. km. 3 000 km wide, with a coastline of 7 000km
Climate: Most of India has a monsoon climate, with winds that reverse in the summer and the winter. The summer is very hot (50°C in some places) and very wet.



An independent country

For 200 years, India was controlled by the British. Since independence in 1947:

- food production and health care have improved. Indians now live 25 years longer on average.
- education has improved. Twice as many people can now read and write.
- industrial production has increased. It is now six times bigger than in 1947. India is now one of the world's largest industrial nations.

Life in the cities

India is a country of many contrasts. There are many wealthy people but millions of people who own very little. In the cities, there are terrible slums and thousands of people live on the streets. The Indian government has done a lot to improve things but improvements in health care mean that the population is growing very fast.

People and language

Hindi, English, and 14 other languages are the official languages. Only about 3% of the population speak English, but many people do not accept Hindi as an official language, so English is used a lot in government, education, science and business. It is also the language that many Indians use to speak to each other if they don't share the same first language.

Food

The main foods of India are rice, wheat and pulses. Most Hindus do not eat beef and many are completely vegetarian. Muslims do not eat pork. Indians eat many kinds of curries, with vegetables, seafood, meat or eggs in a 'hot' sauce.

Supplementary Exercises

1. *Reading:* Who's speaking?

Read and listen to these conversations. Which picture goes with which conversation?

1

NICK: Hi, Barbara. I tried to call you last week. How are you?

BARBARA: Hi, Nick. I'm fine. We've just come back from a holiday.

NICK: A holiday? That's nice. Where did you go?

BARBARA: To a friend's house in the country.

NICK: Really?

BARBARA: Yes, she has a garden. It wasn't exactly a holiday, though. I was working every day.

NICK: Working? On the garden?

BARBARA: Yeah. It was great fun.

NICK: Oh. What type of garden was it?

BARBARA: Well, it was a ...

2

STEVE: What did you do today, Kelly?

KELLY: Not much. Another boring day at work.

STEVE: Oh, dear.

KELLY: What about you?

STEVE: I was at school. A man came and talked about Native Americans.

KELLY: Wow, that's interesting. Which ones?

STEVE: The Zapotec, from Southern Mexico.

KELLY: Uh-huh.

STEVE: Yes, they make some fantastic handicrafts.

KELLY: Like what?

STEVE: Cloth and metalwork, mostly.

KELLY: Did he bring any with him?

STEVE: Oh, yes. He had ...

3 MARTIN: Nella, can you do this? I want to put a new film in.

NELLA: Easy. Press here and hold this button down at the same time. Do you understand?

MARTIN: Which button?

NELLA: This one, here.

MARTIN: I can't see a button.

NELLA: Of course, you can! This button, here.

MARTIN: That green button?

NELLA: Exactly. Just push that.

MARTIN: OK, OK. I have to push this green button and hold down this button.

NELLA: Right.

MARTIN: OK, let's see. That's clever! It's opened. Now what do I do?

NELLA: Martin!







2. *Writing*

Conversational phrases: Making conversation

2.1 The things they say

When people have a conversation in English, they don't just take turns to speak and listen. They usually help to 'build' the conversation together. Here are some of the things they do. Can you find an example of each one in Exercise 1?

1. Ask questions about what the person has said

   ....

2. Check they understand correctly

   ....

3. Show that they are listening

   ....

4. Show interest or sympathy

   ....

5. Show they understand

   ....

2.2 Some more examples

Here is a more complete list of phrases from Exercise 1. Find them all in the conversations and then write them under the correct headings in Exercise 2.1.

Working?

Oh, yes.

That's nice.

Where did you go?

Oh, dear.

Holiday?

That's interesting.

Uh-huh.

OK, OK. I have to push this green button.

Do you understand?

Wow.

Like what?

Really?

3. *Practice:* What would you say?

What would you say in each of these situations? Write your answers and then talk to the person on the cassette.

1. *Pat: I went to the cinema last night.*

   You (ask a question): ………………..…….

2. *Nick: I've lost my watch. It was a birthday present.*

   You (show sympathy): …………………………

3. *Ella: Last night, I was sitting at home …*

   You (show you are listening):

   Ella: And suddenly I heard a strange noise.

   You (show interest): ………………

   Ella: Yes, I looked around and do you know what it was? It was a mouse, under the table!

   You (react): ………………

4. *Ron: I was reading about the problems with the ozone layer around the Earth, last night …*

   You (show you understand): ……………………

   Ron: You know, the main problem is the production of CFCs. They react with ozone — that is, O_3 and break it down into ordinary oxygen.

   You (check you understand): ………..

Unit 8 Revision and Test

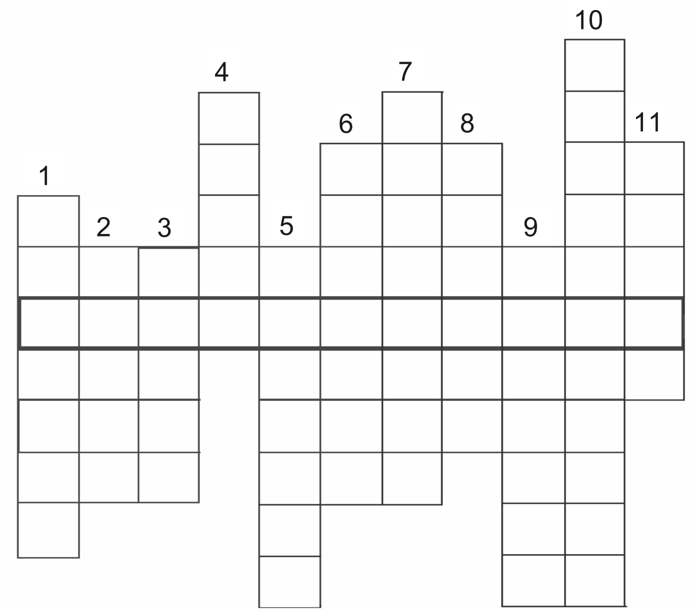
(Units 5–7)

1. *A self-test:* Test yourself!

Work with a partner and do this short test.

A. The words you met

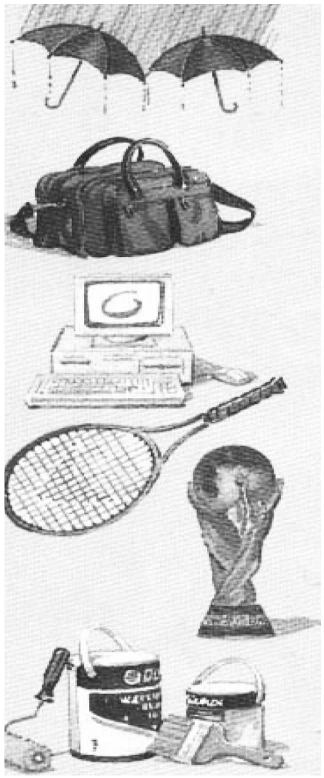
Can you write the correct words in the puzzle? What word does the puzzle spell?



1. If a lot of people like something, then it is p..................... (adjective)
2. Without this, we can't think! (noun)
3. All solid objects have height, width and .... (noun)
4. A person who can't see is .... (adjective)
5. Illness (noun)
6. Precisely (adverb)
7. Not enough of something (noun)
8. Stop work to get better pay, etc. go on ……. (noun)
9. Join (verb)
10. The place where you are going (noun)
11. The reason why something happens (noun)

B. Talking about the future

Are these sentences about predictions, plans or things certain to happen? Complete each sentence with 'be going to' or 'will'.



1. Do you think it .... rain next week?
2. I .... buy a new bag tomorrow. I've lost my old one.
3. In the future, many people .... work at home.
4. Next summer, I .... learn to play tennis.
5. Who .... win the next World Cup in football, do you think?
6. John .... paint his bedroom tomorrow. He's already bought the paint.

Can you answer these questions? Write a sentence for each question.

By the end of this year...

1. How long will you have studied English?

   I will have studied English for .... years.
2. How many lessons of English will you have had?

   ....
3. How many units of this book will you have completed, do you think?

   ....
4. How many different English teachers will have taught you?

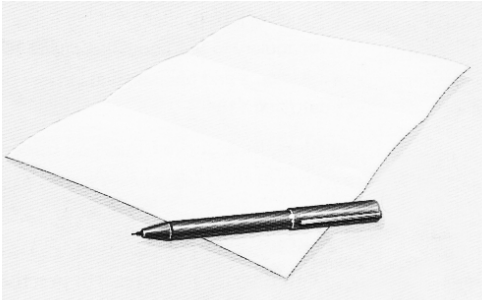
   ....
5. How many different course books will you have used?

   ....

C. A short letter

You can use the example of a letter in Unit 5 to write any formal letter. Choose one of these topics and write a short letter.

Write a letter to a local newspaper. Tell them news about your school.



1. Write a letter to a tourist office. Ask them to send you some information.
2. Write a letter to a publishing house and ask them to send you some information about one of their books.

D. Read and think!

There is part of a text from Unit 5. Read, think and write your answers.

BY 2050 …

ENTERTAINMENT

TV channels will have disappeared. Instead, people will choose a programme from a 'menu' and a computer will send the programme directly to the television. Today, we can use the World Wide Web to read newspaper stories and see pictures on a computer thousands of kilometres away. By 2050, music, films, programmes, newspapers, and books will come to us by computer.

1. Will people have TV aerials do you think? Why/why not?
2. Will newspapers and magazines show the times of TV programmes in the future, do you think? Why/why not?
3. If people want to listen to music in the future, what will they do, do you think?

2. *Design a test:* **Write your own test!**

Work in a small group. Look at the language areas that you listed in Exercise 1. Write part of a test about what you have learned. In your group, decide which part you are going to write and tell your teacher. (Remember to write the answers!) Give your work to your teacher to make your own class test. Here are some ideas.

A. The words you met

Make a puzzle with some words from Units 5─7. You could make a puzzle about:

- names of jobs (Unit 6)
- vocabulary to talk about India (Unit 7)

B. A grammar area

You could write an exercise to practise the grammar you learned in previous units.
For example:

'be going to' and 'will' (Unit 5)

'will' and 'won't' (Unit 5)

future perfect (Unit 5)

prepositions (Unit 5)

phrasal verbs (Unit 6)

C. Writing

You could design an exercise to test how well you can write.

For example:

a situation for a letter

the beginning of a story

some information to write about a country

a situation for a conversation

D. Reading

You could look back at previous units and choose part of one of the texts. Write some questions about it.

Supplementary Exercises

1. *Vocabulary:* What's the word?

Can you match the verbs and adjectives in **List A** with an appropriate noun in **List B**?

List A	List B
1. a popular	a. an idea
2. a precise	b. a risk
3. a serious	c. a light
4. add up	d. a building
5. an active	e. an aeroplane
6. construct	f. numbers
7. express	g. an object
8. land	h. an answer
9. take	i. person
10. touch	j. brain
11. turn off	k. problem
12. work out	l. amount

Now answer each of these questions by making a phrase from **Lists A** and **B**.

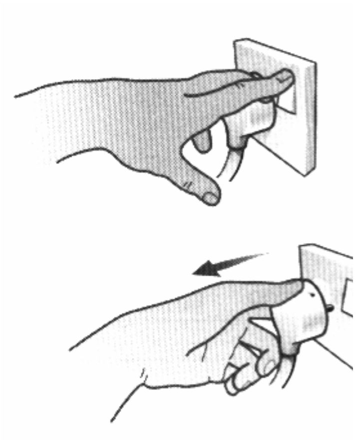
1. What can we do with language? ....
2. What do pilots do? ....
3. What does a calculator do? ....
4. How can we save energy? ....
5. What do bricklayers do? ....
6. What does a genius have? ....

2. *Grammar*

Phrasal verbs: How to do it

2.1 Can you change a light bulb?

Look at the pictures. Can you complete the instructions with the correct phrasal verb?



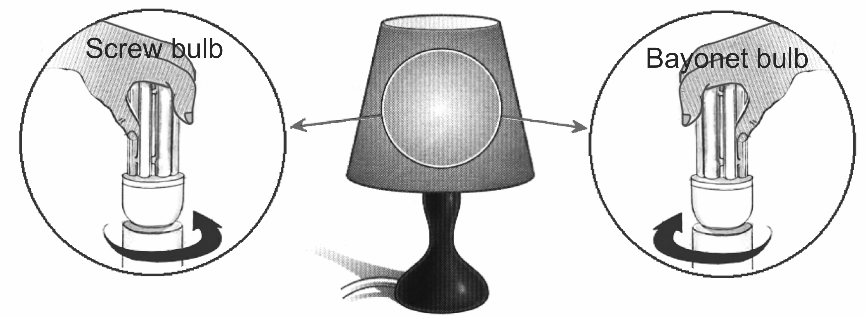
pull out	push down	put in	screw in
take out	turn off	turn on	

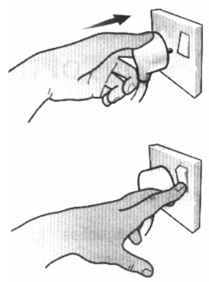
(1) ………………… the electricity.

(2) ……… the plug from the socket. Unscrew the bulb, and (3) .... it .... Find a new bulb, and (4) ………. It …… (5) ……. the bulb ...., turn it anticlockwise and then (6) .... it .... Find a new bulb, (7) .... it …………….. and turn it clockwise.

(8) .... the plug …………..... the socket again.

(9) ....……….. the light again.





2.2 Some more instructions

Write some instructions for another simple task.

For example:

How to ...

– change a video cassette	– change a battery in a radio
– change an audio cassette	– open a tin

Future tenses: A cycling trip

Read these two letters. Complete the letter from Myong Jin with 'will/won't' or 'be going to' and the letter from Myong Chol with the correct form of the Future perfect ('will have done').

21st-P*an*, Othan-*Dong*,
Central District
Pyongyang
12 May. 2007

Dear Myong Chol

How are you?

What are you (1)................. do for the holiday? I'm (2) .... go cycling for weeks with some friends from our sports club. We're (3) .... cycle around the river near here. Two of the sports instructors are (4) .... come with us, Mr Choe, one of the instructors, says he doesn't think it (5) .... rain, although he says it (6) .... probably still be cold.

We (7) .... know until we get there! Would you like to come with us? There are 15 in our group, but there (8) .... probably be space for three more people. We haven't

25th-Pan,
Ryusong-Dong,
Central District,
Pyongyang
27 May. 2007

Dear Myong Jin

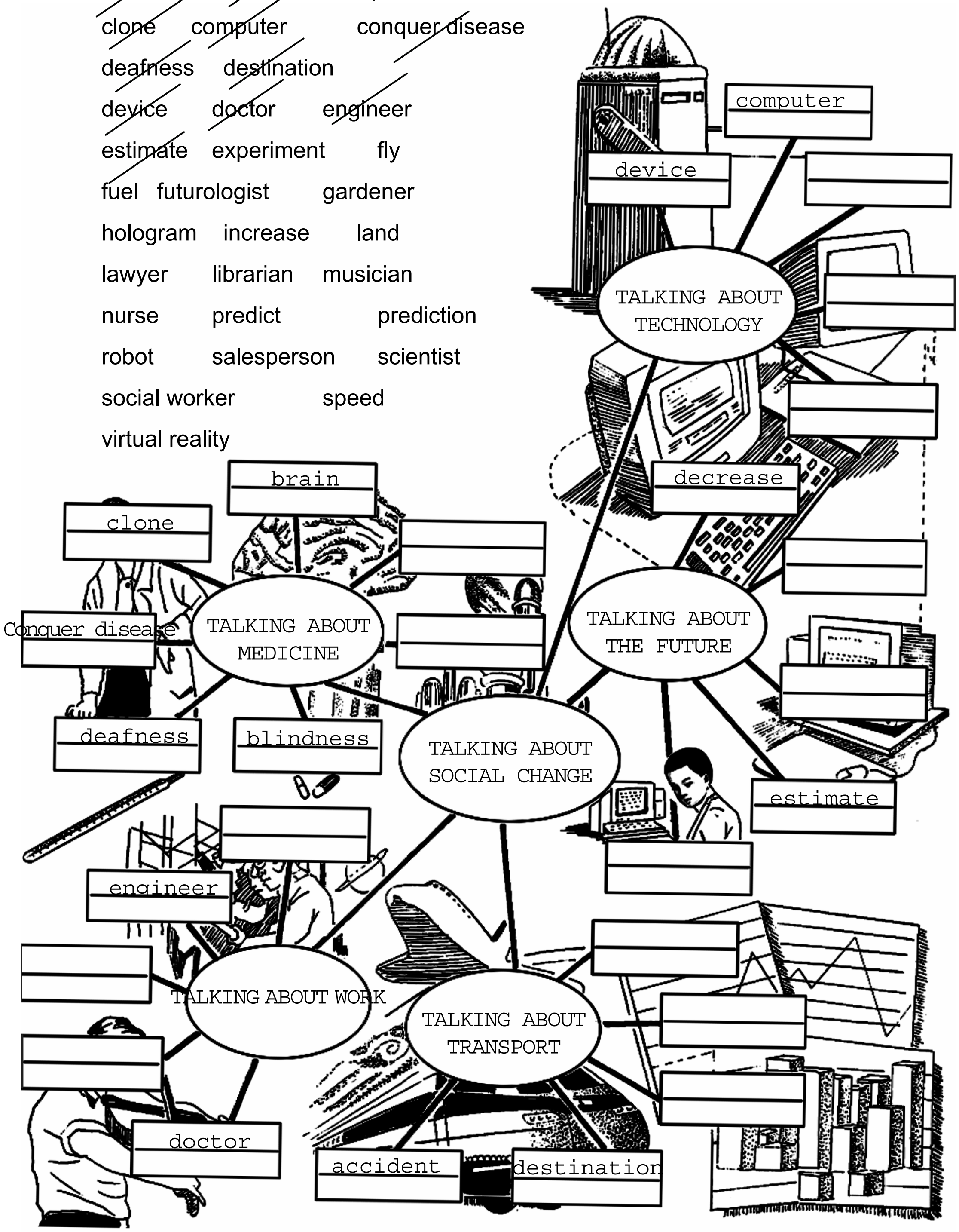
Thanks very much for your letter. I'm fine at the moment, but I'm very busy because I have a lot of work at school. We have some important examinations in June. I'd love to go camping with you and your friends. A good time for me would be at the end of July. By then, I (1)......... (finish) my exams and the school (2) .... (close) for the holiday. Also, I (3) .... (repair) my bicycle so I can bring it with me. Song Ho says he would like to come, too. March would be a good time for him because he's saving up to buy a new bicycle, and he thinks he (4) .... (buy) it by then. That's what he says — I think he (5)

A vocabulary map (2)

Visions of the future

Write these words in the most appropriate area of the vocabulary map. (Some words can go in two or more areas.) You can also add the meanings in the Korean language (in the bottom half of each box). Can you add any more words that you know or any more areas to the map?

accident blindness brain
clone computer conquer disease
deafness destination
device doctor engineer
estimate experiment fly
fuel futurologist gardener
hologram increase land
lawyer librarian musician
nurse predict prediction
robot salesperson scientist
social worker speed
virtual reality



Theme C Other worlds

Unit 9 Virtual Reality

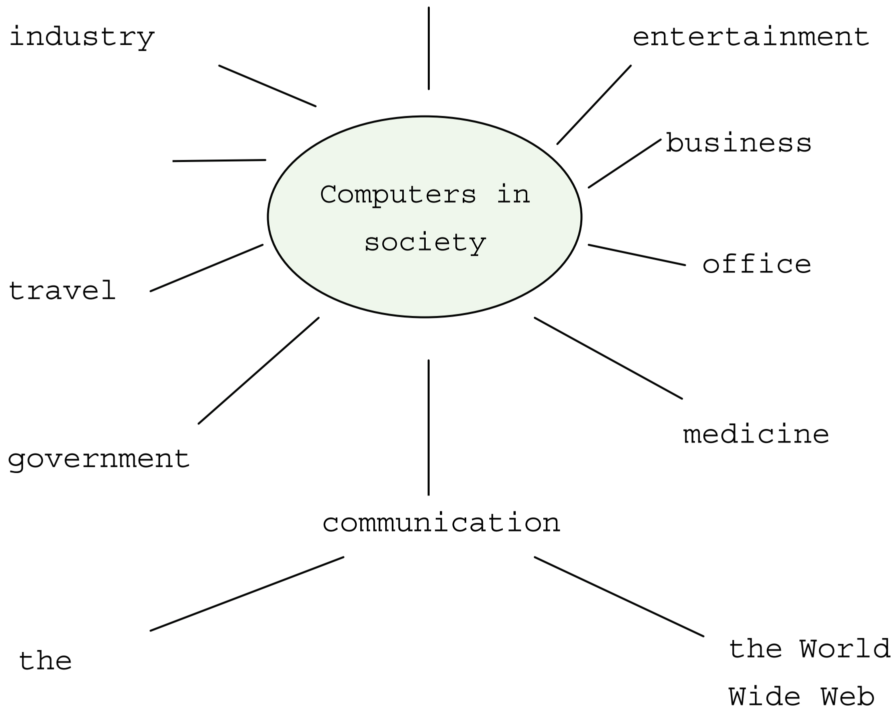
Topic and Language

1. *Discussion:* Technology all around us

1.1 Computers in society

Personal computers first appeared in the mid-1970s, and since then they have changed our lives forever. How? What effect have they had? Work in a small group and brainstorm your ideas. Follow these stages:

a. Think about the different areas in which we use computers.



b. Think about how they are used.

c. What positive effects have computers had? Think hard! Make a list.

<u>Positive effects</u>

....

....

You could make a poster of your idea using computers.

1.2 Computers and you

Do you have a computer at home or at school? What do you do with it? Some students are good at computers but some are not. Are you good or not? Why? Tell the class your ideas.

2. *Listening:* Technology in the office

Isabel Carrillo has worked in offices all her working life. She is talking about some of the technological changes she has seen. Listen.

What machines does she mention?

What effect did each machine have?

3. *Reading:* How real is reality?

3.1 Some philosophical questions

How do we know that something exists? What proof do we have?

Tell the class your ideas.

3.2 Where real reality ends

In the future, computers may change the way we think about reality. Read about how virtual reality systems work. Make notes about what the following things do in a virtual reality system and then tell your neighbour.

the LCD screens   the tracker   the glove   the computer
the speakers

For example:

the glove — this sends data to the computer. If you move your hand, it tells the computer what you have done.

Have you ever used a virtual reality system?

3.3 The future

Read 'What use does it have?' again. How could virtual reality be useful to these people?

foreign language students   mountain climbers   musicians
astronauts   athletes   police officers   hospital   patients

Can you think of any more uses?

You can listen to the text on the cassette.

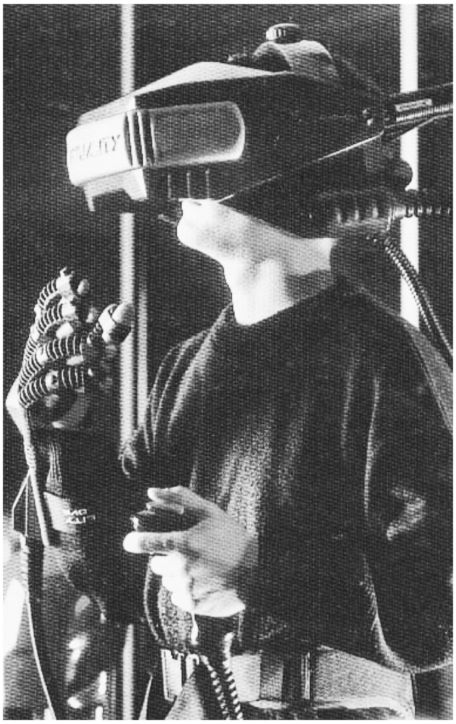
WHERE REAL REALITY ENDS

What is 'virtual reality'?

Virtual reality is an artificial, three-dimensional environment, produced by a computer. Objects in virtual reality seem to have height, length and width. We can pick them up and turn them around. We can see, hear and feel things that don't exist.

How does it work?

To see a virtual world, users put on a head-mounted display (HMD) and wear a special glove.



1. The HMD is linked up to a computer. The computer sends and receives data to and from the HMD and the glove.
2. Inside the HMD, there are two tiny liquid crystal displays (LCD), one for each eye. These show slightly different images. Our brain puts the images together to make a signal, three – dimensional image.
3. The computer also sends sounds to speakers in the HMD. If an object moves near you, the sounds get stronger. If an object moves away from you, the sounds get weaker.
4. A 'tracker' inside the HMD follows the movement of your head and your eyes. It sends this information back to the computer and the computer changes the images and sounds in the HMD.
5. If you move your hand, a special glove sends signals back to the computer and the computer changes the images in the HMD. You can see the glove in the HMD and watch how it moves. For example, you can play virtual tennis and watch how you hit the ball.

6. The computer needs to change the image in the HMD at least 10 times every second. For this, you need very fast, powerful computers. Today, it is easy to know that the images and sounds in the HMD are not 'real reality'. In the future, with bigger, faster computers, it won't be so easy to tell where real reality ends and virtual reality begins …

What use does it have?

Today, virtual reality is mainly used in video games. In the future, we will see more serious uses for virtual reality. Surgeons could plan and practise an operation on a virtual patient. Engineers could test machines which do not even exist. Architects could show people around houses that have not been built and tennis players could play against opponents before the real match begins.

Inside the text

A **Check your understanding**

Are these sentences true or false?

1. You can see, hear and smell things inside the HMD.
2. If you move your head, the HMD images change.
3. The tracker in the HMD follows the movement of your eyes.
4. In the future, people will only use virtual reality in games.

Write 'true or false' sentences for other students.

B **What's the preposition?**

Complete the sentences with the correct preposition.

against on by inside from

1. The images are produced .... a computer.
2. The computer receives data .... the HMD.
3. The tracker is .... the HMD.
4. Surgeons could operate .... virtual patients.
5. Tennis players could play .... a virtual opponent.

Check your answers in the text.

C Say it clearly!

In English, the voice usually falls at the end of statements.

If an object moves near you, the sounds get stronger.

4. *Language focus*

More phrasal verbs

4.1 Do you remember?

In Unit 6 you saw some phrasal verbs. Do you remember them? Can you complete these sentences with a phrasal verb?

a. A calculator can .... numbers very quickly.

b. At night, when you want to go to sleep, you .... the light.

c. You can .... facts in an encyclopaedia.

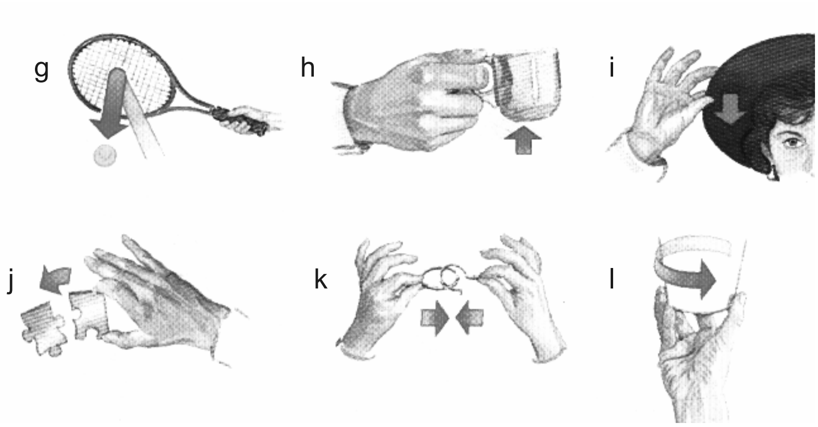
d. If you go shopping, it is useful to ....…. a list of what you want to buy.

4.2 Some more phrasal verbs

There are some more phrasal verbs in the article about virtual reality. Can you find them? Find the second part of each verb and then match it to the correct meaning and picture.

1. pick something ....
2. turn something ....
3. put something ....
4. link things ....
5. put something ....
6. send something ....

a. combine different parts, assemble
b. join two or more things
c. lift something into the air
d. move something so you can see the other side
e. return something to where it came from
f. wear something



There is another phrasal verb in the article that means 'show someone the inside of a building'. Can you find that verb?

Getting confused

4.3 What does it mean?

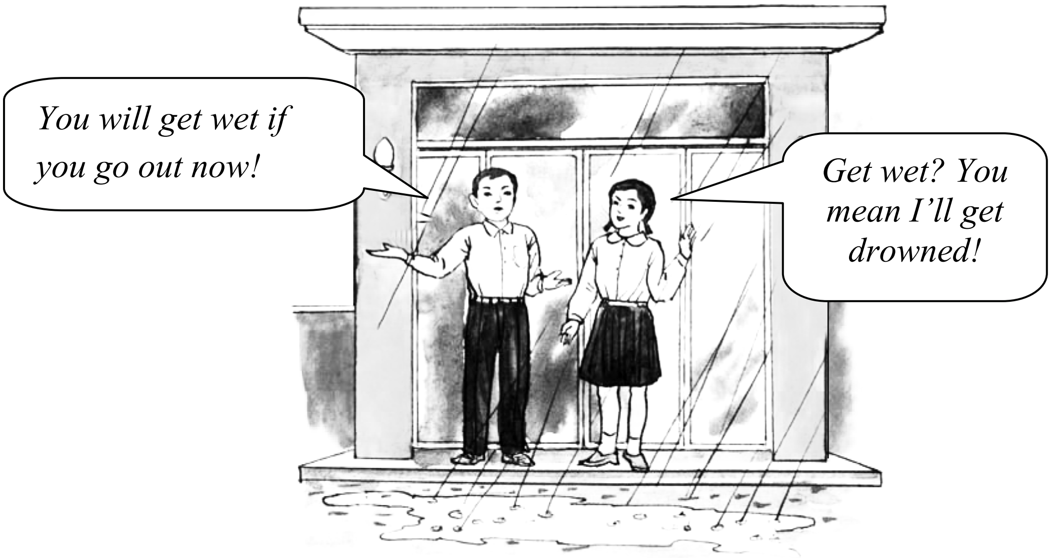
Usually, the meaning of 'get' is easy to understand. What other verb could you use with the same meaning in these sentences?

You can get floppy disks in a computer shop.

Yesterday, I got a new program for my computer.

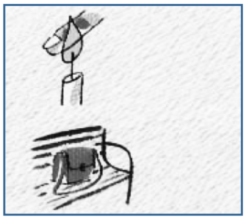
4.4 Other meanings

You can also use 'get' with an adjective or a past participle to mean 'become'.



Can you answer these questions? Use 'get' and an adjective or a past participle from the list.

burned colder dressed longer shorter
stolen undressed warmer washed



What happens if ...

a. you put your finger in a flame?

b. you leave valuable things in a public place?



What happens when …

c. the summer comes? (The days ...)

d. the winter comes? (The days ...)



What do you do ...

e. in the morning, when you get up?

f. in the evening, when you go to bed?

5. *Vocabulary:* Computer language

5.1 A computer dictionary

There are many words that have a special meaning for computers. Can you match these words and definitions with the correct picture?

file data that you save. If you want to see the data, you must open the file. If you do not want it, you can delete it.

floppy disk a thin piece of plastic where you can store information.

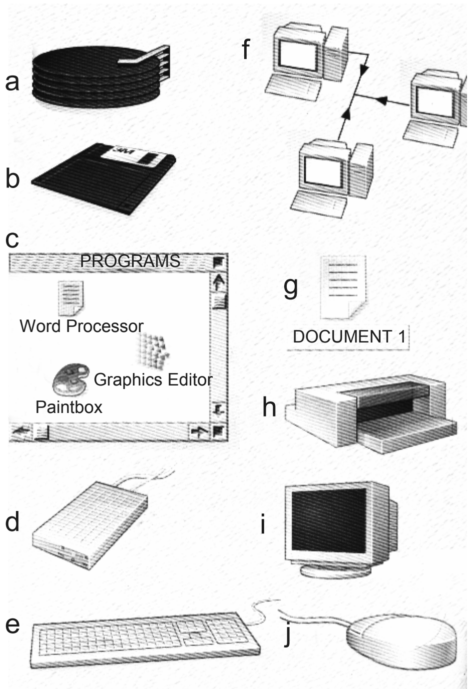
hard disk a device inside a computer where you can save data (information).

keyboard the part of the computer that you type on.

modem a device for sending data through telephone lines.

monitor or VDU the screen(visual display unit).

mouse a device for pointing at things on the screen.



printer a device for making a paper copy of data from a computer.

program instructions to a computer, e.g. a word processor or a computer game. To use a program you must **load** it into the computer and then **run** it(**start** it **up**). When you have finished, you can **quit** or **exit** from the program.

World Wide Web and **Internet** systems that allow computers all over the world to 'talk' to each other.

5.2 Using a computer

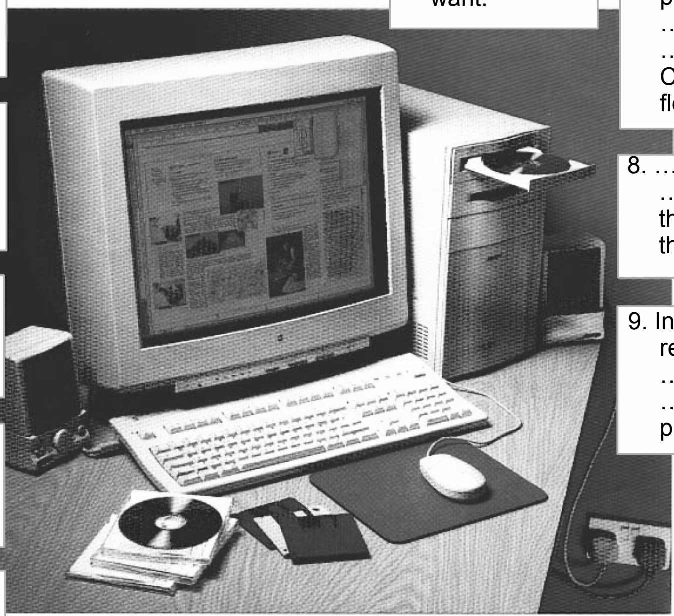
1. …………….. ………..…. the computer and ……………… …………... the power.

2. …………….. ……….…... the monitor, the console, and the speakers.

3. Wait for the computer to …………….. ……….…… .

4. If necessary, …………….. ……….…… your password.

5. If necessary, …………….. ……….…… a floppy disk or a CD ROM.



6. …………….. ……….…… the program you want.

7. When you have finished, exit from the program. …………….. ……….…… the CD ROM or floppy disk.

8. …………….. ……….…… the monitor and the console.

9. In bad weather, remember to …………….. ………..…. the plug!

Do you know how to use a computer? Complete the instructions with the correct phrasal verbs. (Some verbs can go in more than one place.)

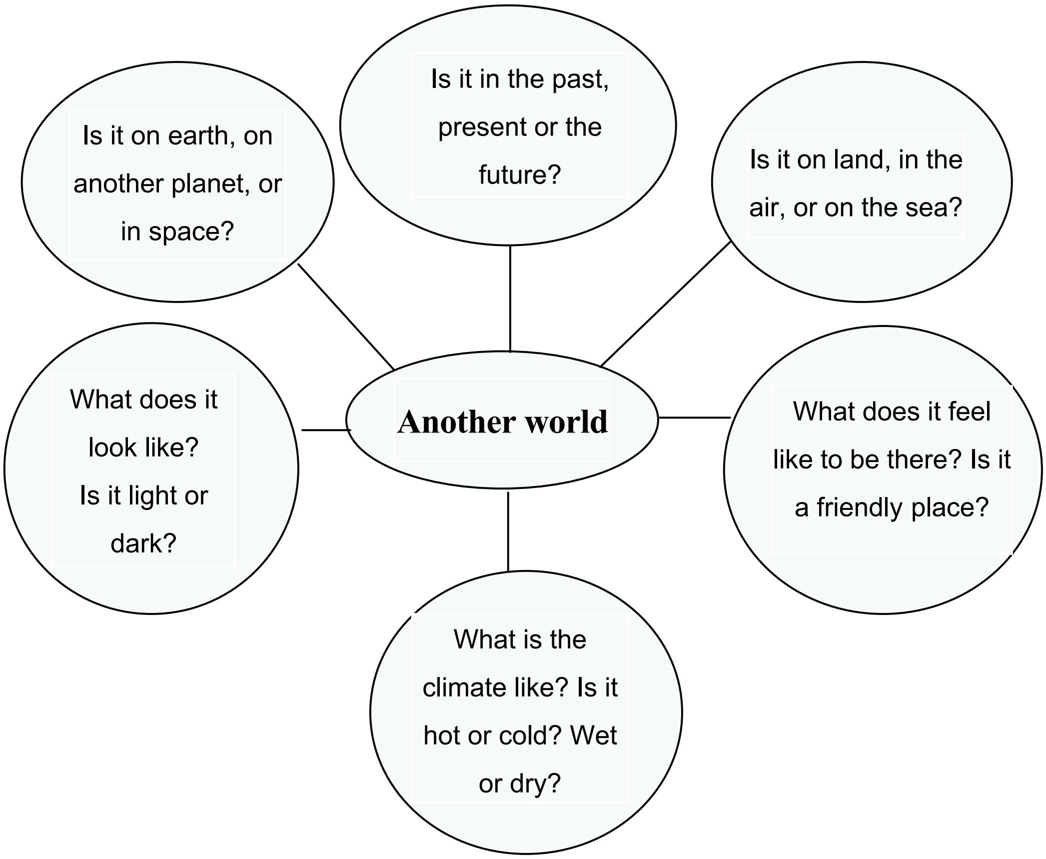
plug in	put in	start up	switch on	turn on
pull out	start up	switch off	take out	type in

6. *Writing:* Thinking and doing

Another world

6.1 In your imagination

Imagine another world, another time, another place. Work by yourself.
Think about these questions and note down some ideas.
Compare ideas with a neighbour.



6.2 A person

Now imagine that there is a person in that place. Think of some more answers.

Is it a man or a woman?
What is the person doing?
Why is the person there?
How does the person feel about the place?
What is the person intending to do next?
Suddenly what happens?

6.3 Write!

Look back on your notes to Exercise 6.2 and write about your ideas. You can write in any form you wish. You decide! Follow these steps.

a. **Write a draft:** For example, you could write the beginning of a short story, or a poem or a diary. Make changes as you write.
b. **Check it:** Read through your work and check:
   spelling, grammar, vocabulary, style
c. **Revise it:** Exchange your work with other students. Can you suggest improvements to each other's work?
d. **Finalize it:** Look at your work and write a final version.
e. **Publish it:** You can collect your work together and make a poster using your computer.

7. *Say it clearly! :* Falling intonation

7.1 How to say statements

When you say a statement in English, usually your voice should go down at the end. Read these sentences aloud.

In 1883, Charles Babbage developed the principles of the electronic computer.

In 1946, the first electronic computer was produced. It weighed 30 tonnes, was 5.5 metres high and 24 metres long.

In I969, a company established ARPA net. This was the beginning of the Internet.

In 1977, the Apple Computer Company produced the Apple II and many people bought their first computer.

Now listen to the cassette and say the sentences again.

7.2 Sometimes up, sometimes down

Do you remember how to say lists and questions? Read these sentences and mark to show whether your voice goes down or up. (Look at Units 1 and 5 for help.)

1. I like History, Geography, English and French.
2. What are you doing tomorrow?
3. A modern office has a telephone, a computer, a fax machine and a modem.

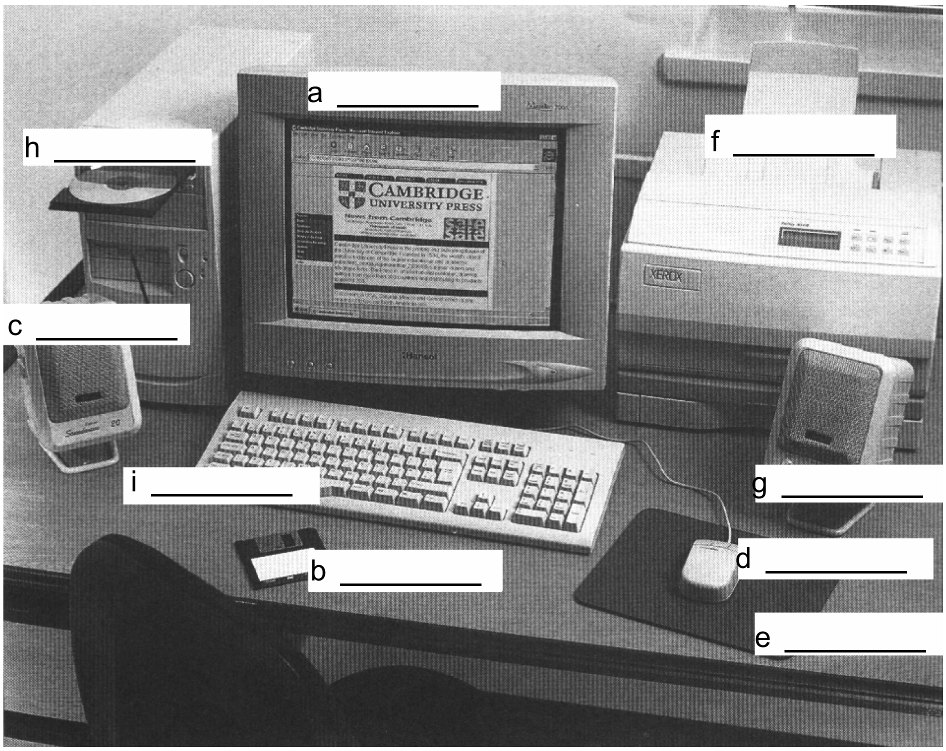
Listen and check your answers. Say the sentences again.

Supplementary Exercises

1. *Vocabulary:* Computer language

1.1 The parts of a computer

Can you label the parts of this computer?



1.2 Using a computer

Can you match the correct answer to each of these questions?
What do you do if you want to:

1. use a program?	a. You open it.
2. finish using a program?	b. You save it.
3. see the information in a file?	c. You load it and then run it.
4. destroy a file?	d. You exit or quit.
5. keep the information in a file?	e. You delete it.

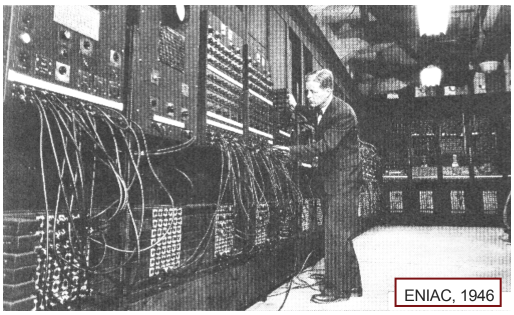
2. *Reading:* Landmarks in computer history

Read about the history of computers. Can you find the answers to these questions? Write your answers.

1. When was the first electronic computer produced?
2. How did the Internet begin?
3. Which was the first computer to use a graphic interface?
4. What is the World Wide Web? Why was it produced?

1883 Charles Babbage, in England, developed the principles of what later became the electronic computer.

1946 ENIAC, the first electronic computer, was produced. It weighed 30 tonnes and was 5.5 metres high and 24 metres long.



ENIAC, 1946

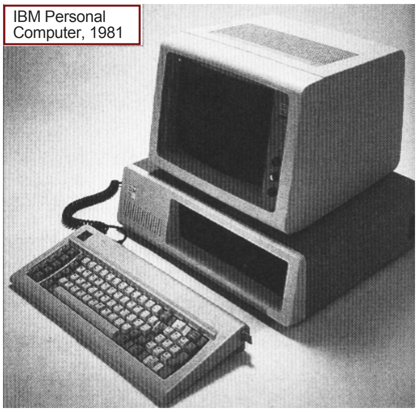
1953 Approximately 100 computers were in use worldwide.

1960 It became possible to make electronic machines much smaller by using transistors and integrated circuits.

1969 ARPA net was the beginning of the Internet. The Internet allows messages to be sent from one computer to another.

1977 The Apple Computer Company produced the Apple II and many people bought their first computer.

1981 IBM produced the Personal Computer. IBM 'clones' made computers much cheaper.



IBM Personal Computer, 1981

1984 Apple produced the Macintosh computer with an easy-to-use graphic interface.

1990 The World Wide Web was developed for scientists to exchange information. The WWW is a system which allows computers to communicate with each other, and exchange graphics and sound as well as text, through the Internet.

1991 CD-ROMs first appeared.

1993 The Internet became available to anybody who had a computer, a modem and a telephone.

3. *Grammar*

'get' and phrasal verbs: What time do you get up?

There are many phrasal verbs with 'get'. Choose five of these questions and write your answers. (If you are not sure of the meaning, look in a dictionary.)

What time do you get up in the morning?

Where do you get on the bus for school?

What time do you get out of school?

What time do you get back home from school?

Who do you get on with best?

Where can you get on with your work best?

What tricks did you get up to when you were small?

How often do you get together with your friends?

4. ***Writing and speaking:*** **Talk to Marit**

Write your answers to Marit's questions.
Then talk to her on the cassette.

MARIT: Hello there. How are you doing?

YOU: ....

MARIT: I've been working on my project all day, on a computer. How often do you use a computer?

YOU: ....

MARIT: Lots of people are really interested in computers. What do you think about them?

YOU: ....

MARIT: Well, I think they're useful sometimes. Some people say that if you use a computer a lot, it's bad for you. Why do they say that?

YOU: ....

MARIT: Oh, right. I understand. Some friends say I should get a modem so that I can use the Internet. What's a modem?

YOU: ....

MARIT: Oh, right. Everybody is talking about the Internet and the World Wide Web. Can you explain that to me, as well?

YOU: ....

MARIT: Uh-huh. I know many people waste a lot of time on the Web! What do you think computers in the future will be able to do?

YOU: ....

MARIT: That's interesting. Anyway, I know what I've got to do now – my homework! Talk to you later. Bye.

Unit 10 Natural Remedies

Topic and Language



Academy of Koryo Medicine

1. *Discussion:* What do you do when ...?

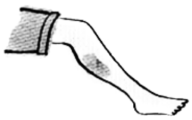
1.1 Some common problems

Here are some very common problems. What do you do for each one? Can you use some remedies from Koryo Medicine? Tell the class your ideas.

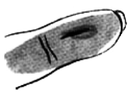
What do you do when ...

a 

… you've cut yourself?

d 

… you've bruised yourself?

b 

… you've got a splinter?

e 

… you've burnt yourself?

c 

… you've got hiccups?

f 

… you've got a cold?

1.2 Some advice

There are many ‘home remedies’ for the problems in Exercise 1.1.

How do you think the things in the picture can help you?



2. *Listening*

Pat Denison has been doing some research into ‘home medicine’. She is telling Simon Nkome about some of the things she has discovered. Listen. What ideas does she have for each problem? Copy and complete the chart.

Problem	Remedy
a small cut	
a splinter	
hiccups	
a bruise	
a burn	
a cold	

3. *Reading:* Natural remedies

3.1 Conventional and alternative medicine

‘Conventional’ medicine often involves drugs or surgery. Many people say that this produces side-effects and that there are better, natural ways to cure illness. Do you know the names of any ‘alternative’ types of medicine? How do they work? Tell the class your ideas.

3.2 Two examples

Look at the picture in the article. What do you think is happening to the patients?
Work in pairs and each choose a different section to read. Then explain to your partner what is happening in the photograph.

3.3 Some facts

Read the descriptions again. Can you complete this table with information about each form of medicine?

	Region of origin	Age	What happens?	How does it work?
Acupuncture				
Biofeedback				

Natural Remedies

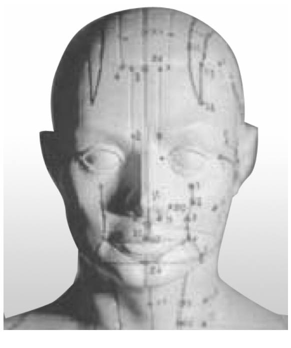
Today, our people enjoy the benefit of Koryo Medicine. Academy of Koryo Medicine has been established in Pyongyang under the warm love of the great leader Marshal **Kim Jong Il**.

Many people use natural ways to cure illnesses that don't cause side-effects. Acupuncture and biofeedback are two popular methods.

Acupuncture

Acupuncture has recently become very popular, but doctors have been using it in Korea for over two thousand years.

Acupuncture involves pushing needles into the skin at special points around the body.



Ancient people believed these points were connected to different organs ─ such as the heart or lungs ─ and that the needles could cure diseases.

Today, acupuncture is used in many countries, and studies show that it works ─ especially for headaches, backaches and addiction to smoking. Since the 1950s, doctors have also been using acupuncture as an anesthetic in major operations. Patients are awake and know what is happening in the operation but they feel little or no pain. They believed that the needles helped to balance forces that they called 'um' and 'yang'. Today, scientists think that the needles make the body produce a chemical called 'endorphin'. This helps to reduce the feeling of pain.

Biofeedback

Can you control your heartbeat? Can you control your body temperature with your mind? For hundreds of years, holy men in India have been saying this is possible and that they can do it. Scientists used to laugh at these claims, however, until experiments in the 1950s showed that it is possible. Today, control over our own internal processes is part of a new type of medicine called ‘biofeedback’.

Biofeedback uses new technology to help people control their own internal organs. For example, if a person has problems with sleeping, he or she is connected to a special computer that shows the activity of the brain. The person then does mental exercises to try to relax. When brain activity falls, the computer makes a noise. Slowly, the person learns what type of mental exercises can reduce the activity of the brain.

Doctors in many parts of the world have been using biofeedback with great success for many years. It is now a very useful form of medicine for problems with stress, tension, epilepsy, the heart pain and insomnia.

4. *Language focus*

Present perfect continuous

4.1 What do you say?

Look at these sentences from the article in Exercise 2. How do you say them in Korean?

They *have been using* acupuncture in Korea for over two thousand years.

Since the 1950s, some doctors have also been using acupuncture as an anaesthetic in major operations.

These sentences are examples of the Present perfect continuous. Can you find two more examples in the text about biofeedback?

How can you describe the Present perfect continuous?

> **Subject** + ………… + …………… + …………..
>
> We have been using acupuncture in Korea for over two thousand years.

4.2 Present perfect ─ simple or continuous?

The difference between the Present perfect simple ('They have used ...') and the Present perfect continuous ('They have been using ...') is often very small. You can often use the Present perfect continuous to show that something that started in the past is still happening. Normally, you say for how long.

For example:

I <u>have lived</u> in many cities, but now I live in the countryside. I <u>have been living</u> here for two years.

You can also use it to show that something has very recently finished.



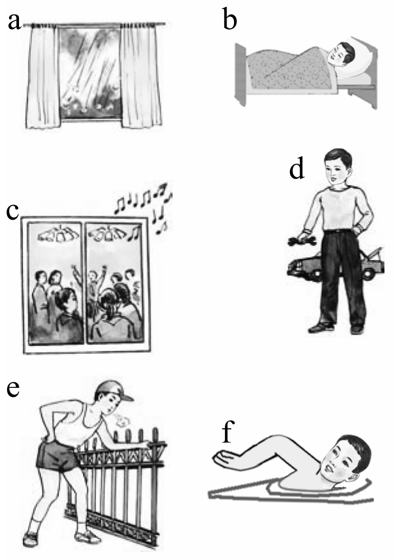
Match a sentence from **List A** with a sentence from **List B** and one of the pictures.

List A	**List B**
• Yong Ho's not very well.	• He's been sleeping since 2 o'clock.
• My hands are dirty.	• I've been running.
• I'm hot.	• It's been raining since last Monday.
• My legs are tired.	• I've been mending the car.
• There's a party next door.	• I've been cycling.
• The weather is terrible.	• They've been making a terrible noise for over four hours!

Is each pair of sentences an example of:

- something that started in the past and that is still happening?
- something that very recently finished?

Write 'still happening' or 'finished' for each one.

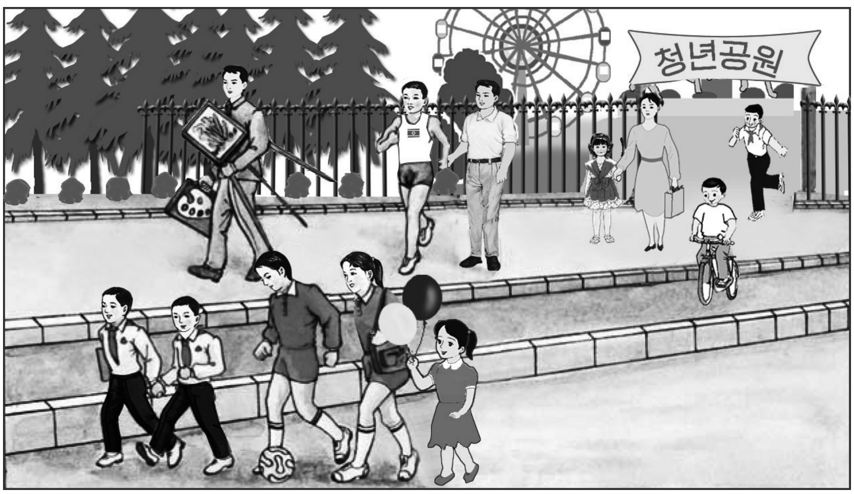


4.3 At the park

Look at the picture. It's closing time at the park. What have the people been doing? Work in pairs and ask each other.

For example:

- *What have the girls been doing?*
- *They've been playing football.*



4.4 All about you

Work with your partner again. Ask each other some of these questions.

How long have you been learning English?

How long have you been playing the (musical instrument)?

How long has (person) been ...?

How long have you been ...?

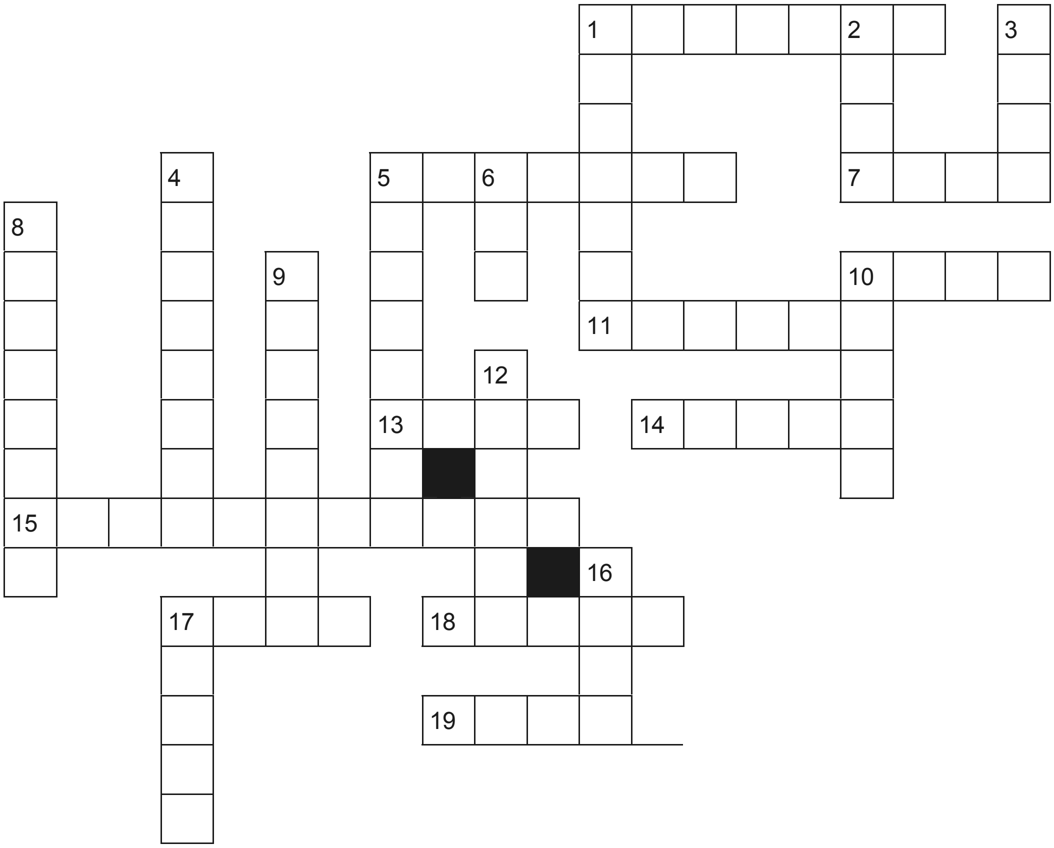
How long have you been learning (subject)?

How long has (name of teacher) been teaching us English?

Supplementary Exercises

1. *Vocabulary:* What's the word?

Can you complete the puzzle with the correct words?



Nouns

2. *down* If you are sneezing a lot, you probably have a ....

3. *down* Part of your body that fills with air.

4. *down* A pain in your back.

5. *down* A pain in your head.

5. *across* Often, if you eat or drink too quickly, you get ....

6. *down* If you have a .... in your skin, blood comes out.

7. *across* A chemical (often a medicine) that makes changes in your body.

9. *down* A very small piece of wood or metal.

10. *down* An organ that pumps blood around your body.

15. *across* A chemical that makes (part of) your body 'sleep'.

16. *down* Something that hurts.

17. *down* You think with it.

19. *across* Your body is covered with it.

Verbs

1. *across* Make.

11. across Make smaller.

12. down If you .... yourself, a yellow and blue mark appears on your skin.

13. across Make better.

17. across If you touch something very hot, it can ………………… you.

18. *across* Rest.

Adjectives

1. *down* If many people like something, it is ....

8. *down* Your heart and lungs are ..... organs. They are inside your body.

10. *across* Sacred, very important religiously.

14. *across* Important, very big.

2. *Reading:* More natural remedies

2.1 Homeopathy

Read about another form of' 'alternative' medicine. Can you complete the table?

	Country of origin	Age	What happens?	How does it work?
Homeopathy				

HOMEOPATHY

Homeopathy was invented in Germany about 200 years ago. Homeopathic doctors believe that the symptoms of an illness are signs that the body is trying to cure itself. To cure an illness, therefore, they give the patient something that produces the same symptoms in a healthy person.

Before a substance is used as a homeopathic remedy, it is tested by giving small doses of it to healthy persons to see what symptoms develop.

For example, onions cause your eyes and nose to produce water. To cure colds, therefore, homeopathic doctors use an extract from onions. Sometimes, homeopathic doctors use dangerous poisons as medicines, but they dilute these many thousands of times so that they are harmless.

Critics say that there is no scientific support for homeopathy, and that in many cases the 'illness' would disappear naturally anyway. They also say it is possible that simply believing a medicine will work, can help the mind to cure some simple illnesses. Homeopathic doctors, on the other hand, say that there is plenty of evidence that homeopathy works ─ and millions of people who take homeopathic remedies agree with them.

Tests have also shown that animals can be cured with homeopathic medicine, and this, they say, proves that it cannot simply be because people believe in it.

2.2 Which form of medicine?

Look back at the text above and texts about natural remedies. Which form of medicine is each sentence about? Write 'homeopathy', 'acupuncture' or 'biofeedback'.

1. It involves pushing needles into the skin. ....
2. The medicines are diluted many thousands of times. ....
3. It involves using a computer. ....
4. It probably makes the body produce a chemical. ....
5. It began in Germany. ....
6. Patients learn to take control over their own internal organs. ………….
7. It began in the Far East. ....
8. The medicine produces the symptoms of the illness in a healthy person. ....

2.3 More alternatives

Look in an encyclopaedia for information about other forms of alternative medicine. Choose one and write a short text about it. Some ideas:

aromatherapy	biomagnetic therapy		herbalism
hydrotherapy	Koryo Medicine	massage	medication
osteopathy	reflexology		

3. *Grammar*

Present perfect continuous

Can you match the situations in **List A** to the explanations in **List B**?

List A	List B
1. My pen has run out of ink.	a. He's been living in London for five years.
2. David speaks very good English.	b. I've been writing all day.
3. The sitting room is in a mess.	c. It's been snowing all day.
4. The floor is wet.	d. He's been taking a course in Information Technology.
5. The roads are very dangerous.	e. The children have been playing in there.
6. Yong Chol knows all about the latest computer programs.	f. The rain has been coming in through the roof.

Listen and check your answers.

Now write some explanations for these situations. Use the Present perfect continuous ('has/have been -ing').

The car is very clean. ……………………………………………………….

Sun Nam feels very tired. …..…………………………………………….....

Nick doesn't feel very well. ….……………………………………………….

There's a lot of smoke in the air. ...……………………………………………

I can play the guitar very well now. ………………………………………...

What have these people been doing?

Look at the picture. What have these people been doing? Write six sentences.



4. *Speaking and writing:* Talk to Bob

Write your answers to Bob's questions. Then talk to him on the cassette.

BOB: Hi, there. What have you been doing today?
YOU: ....
BOB: Well, I've been feeling ill all day. I think I've got a cold. What do you normally do if you've got a cold?
YOU: ....
BOB: Oh, I see. Well, I just drink hot lemon juice with honey. It helps to clear my nose, I think. I've got a headache, though. Have you got any ideas about how to cure headaches?
YOU: ....
BOB: Thanks, I'll try that. I expect I'll be better tomorrow. What are your plans for tomorrow?
YOU: ....
BOB: I want to go swimming tomorrow, but I shouldn't, really, with a cold. Have you been swimming recently?
YOU: ....
BOB: What sports have you been doing recently?
YOU: ....
BOB: Ah, ha. You're very sporty! What other things have you been doing this week?
YOU: ....
BOB: That's interesting. Anyway, I feel tired now. I think I've been talking too much. I'd better go. Talk to you later!
YOU: ....
BOB: Bye.

Unit 11 Discover American English

Culture Matters

1. *Discussion:* Our language

Are there big differences in the way people speak Korean?

Are there some words that are only used in certain places?

What differences in pronunciation are there?

2. *Listening:* English across the Atlantic

2.1 Words you know

Do you know any words from American English? Can you tell the difference between British and American English? How do British and American English sound different?

2.2 British or American?

Listen to six people speaking. Are they British or American, do you think? Write 'BE' or 'AE' for each one.

1 2 3 4 5 6

Compare your answers with other students.

3. *Reading:* Some differences

3.1 Some confusions

Read about some differences between British and American English.

Look at the diagram and answer these questions.

Why is it all right to walk on the pavement in Britain, but not a good idea in America?

If you asked for chips in an American restaurant, why would the waiter be surprised?

Why would people in Britain be surprised if you asked for gas for your car?

3.2 Where are they from?

Read these sentences. Where does each person come from – Britain or America?

a *Can you tell me where the nearest chemist is?*

b *Do you have a trash can here?*

c *Is there a subway near here?*

d *I live in a block of flats.*

e *It's quarter of three.*

f *Take the lift. It's quicker than walking.*

ENGLISH ACROSS THE ATLANTIC

WHEN THE BRITISH LANDED in North America in 1620, they took their language with them. Since then, British English (BE) and American English (AE) have developed separately, and there are now some differences between them. The differences are quite small, however, and speakers of American and British English usually have no problems understanding each other.

Some differences in Grammar, Spelling and Pronunciation

Grammar

American and British English sometimes use different prepositions.

AE: It's twenty of six. It's five after nine.

BE: It's twenty to six. It's five past nine.

American English doesn't use the Present perfect as much as British English.

AE: I think I broke my leg. *BE: I think I've broken my leg.*

Spelling

American English uses '-or', where British English uses '-our'.

AE: color neighbor BE: colour neighbour

American English uses '-er', where British English uses '-re'.

AE: center theater BE: centre theatre

Pronunciation

'r' is often not pronounced in British English. It is always pronounced in American English.

AE: car /kɑ:r/ hard /hɑ:rd/ BE: car /kɑ:/ hard /hɑ:d/

'a' is usually short in American English but often long in British English.

AE: ask /æsk/ banana /bənænə/ BE: ask /ɑ:sk/ banana /bənɑ́:nə/

Some differences in Vocabulary

British English	American English
jam, crisps, chips, biscuits	jelly, chips, French fries, cookies
give way	yield
underground	subway
block of flats	apartment building
lift	elevator
flyover	overpass
WC/toilet	restrooms
chemist	drugstore
lorry	truck
dustbin	trash can
pavement	sidewalk
petrol station	gas station
tarmac	pavement
boot	trunk
bonnet	hood
car	auto
postbox	mailbox
film	movie
purse	handbag
pushchair	stroller

Supplementary Exercises



1. *Note Making:* Whose is it?

The watch that a person wears can often tell us a lot about that person. Look at each of the watches and note down answers to these questions. Use your imagination!

– Would a man or a woman wear it, do you think?

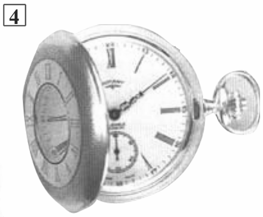
– How old would they be?

– What sort of character would they have?

3



4



Watching the time

Choose one of the watches. Imagine that there is a person wearing that watch. He or she is looking at it. Why? Note down your answers to these questions.

5



6



7



– Why is he/she looking at the watch?
– What is he/she waiting for?
– What is he/she thinking about?
– How does he/she feel about that? (worried? happy? anxious? bored?)
– Where is the person?
– Is anybody else there?
– What do you think will happen next?

2. *Writing:* The beginning of a story

Use your imagination and write the opening of a story. You can follow these steps.

a. What type of story?

Decide what type of story it is.
For example:

adventure *detective story* *mystery* *fiction*

b. Make some more notes.

What happens in your story? Make some notes about where the person is, what is happening, why, what happens next, and so on. Choose a name for the person.

c. Write a draft. You could begin with a description of the person. Look at your notes from Exercise 1 to help you. Make changes as you write.

For example:

Jack's father was a rough, loud person. He was over 1.8 metres tall and he had a short hair. His face was …

Then, you could say where he was and talk about the watch.

From where he was sitting, he could see across the valley. The ground was dry and the only sign of life was a small, bare tree on the hill in front. It was desert, just desert. He looked at his watch and counted the seconds aloud. Just ten seconds more. Ten, nine, eight, …

You could continue your story or just write the opening. Here are some more ideas:

– Another person appears — someone who wears one of the other watches in Exercise 1. Who?

– Something happens to the watch. What?

– The watch belonged to someone else before. How did the present owner get it?

d. Check it. Read through your work and check spelling, grammar, vocabulary and style.

e. Revise it. Read your work. Do you want to make any changes to the story or to develop it?

f. Finalize it. When you are happy with your work, write a final version.

g. Exchange it. Exchange your work with other students in your class. Compare the different ideas you had about the watch in Exercise 1.

Unit 12 Revision and Test

(Units 9─11)

1. *A self-test:* Test yourself!

Work with a partner and do this short test. Then check your answers.

A. The words you met

Read the clues and find the words in the puzzle.

S	W	E	P	R	O	D	U	C	E	T	H
Q	H	E	A	D	A	C	H	E	B	H	K
W	S	B	V	I	R	T	U	A	L	K	X
X	S	P	E	A	K	E	R	D	E	S	X
D	C	G	J	K	L	T	I	N	Y	Z	A
C	U	R	E	E	R	T	Y	U	H	B	N
Q	W	C	V	Z	H	E	I	G	H	T	F
E	R	E	L	A	X	W	C	V	F	G	T
Q	A	Z	W	S	P	O	P	U	L	A	R
R	E	D	U	C	E	T	H	J	K	L	O

1. make an illness better (4 letters)
2. something people do after work (5 letters)
3. make (7 letters)
4. nearly the same as reality (7 letters)
5. Three-dimensional objects have width, length and …........ (6 letters)
6. make smaller (6 letters)
7. If many people like something, it is .... (7 letters)
8. very small (4 letters)
9. a pain in your head (8 letters)
10. You need one of these to hear a radio. (7 letters)

B. Some questions

1. How do you use a cassette player? Explain the steps. You can use some of these verbs.

plug in	put in	turn on	turn off	turn up
turn down	switch on	switch off	pull out	take out
drop in	lift out	push down		

1. plug in the cassette player
2. ....



2. Write your answers to these questions.

   a. What happens if you don't eat properly?

   You get …

b. What happens if you work without resting?

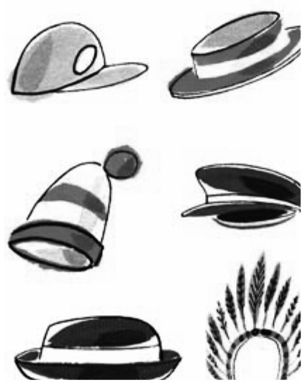
c. What happens if you go out in the rain without a coat?

d. Do you have a bicycle? How long have you been riding the bicycle you have now?

e. Do you play a sport? How long have you been playing it?

f. Do you play a musical instrument?

g. How long have you been playing it?



C. A short description

Look at these hats. Imagine that there is a person wearing one of them.

Note down your answers to these questions and then write a short description of that person.

Is it a man or a woman?	Does he/she have a job? What is it?
What is he/she doing?	What does he/she look like?
What does he/she like doing?	What is he/she doing now?
What does he/she hate doing?	What is he/she going to do next?
Is he/she a happy person?	Does something happen? What?

D. Read and think!

Here is part of a text from Unit 9. Read, think and write your answers.

1. Does virtual reality have many serious uses today?
2. How could virtual reality help engineers and surgeons?
3. How could virtual reality be useful for someone who wants to build a house?

What use does it have?

Today, virtual reality is mainly used in video games. In the future, we will see more serious uses for virtual reality. Surgeons could plan and practise an operation on a virtual patient. Engineers could test machines which do not even exist. Architects could show people around houses that have not been built and tennis players could play against opponents before the real match begins.

2. *Design a test:* Write your own test!

Work in a small group. Look at the language areas that you listed in Exercise 1. Write part of a test about what you have learned. In your group, decide which part you are going to write and tell your teacher. (Remember to write the answers!) Give your work to your teacher to make your own class test.

Here are some ideas.

A. The words you met

Make a puzzle with some words from Units 9–11. You could make a puzzle about:

- computer words (Unit 9).
- words about health and remedies (Unit 10).
- American English words (Unit 11).

B. A grammar area

You could write an exercise to practise the grammar you learned in the Units 9–11.
For example:

phrasal verbs (Unit 9)

'get' (Unit 9)

prepositions of place (Unit 9)

Present perfect continuous (Unit 10)

C. Writing

You could design a creative writing exercise.
For example:

- Describe or draw some objects that other students can make a story about.
- Write the first few lines of a story that other students can continue.

D. Reading

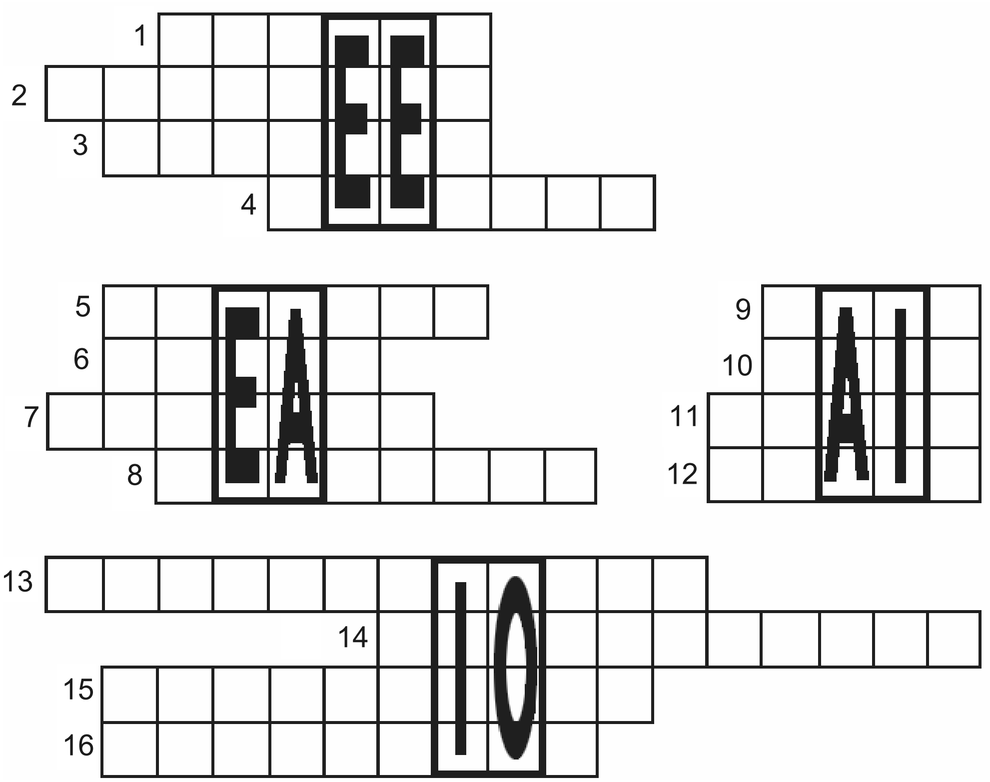
You could look back at Units 9–11 and choose part of one of the texts.

Write some questions about it.

Supplementary Exercises

1. *Vocabulary:* What's the word?

Can you complete the puzzle with the correct words?



1. Part of a television where you can see the picture.
2. A person who builds or maintains machines.
3. (A) (B) (C) B is .... A and C.
4. In acupuncture, they use................... to cure illnesses.
5. The part of a radio (for example) where sound comes from.
6. 'Stole' is the past of ....
7. Illness.

8. A pain in your head.
9. Most important *(adjective).*
10. If something hurts, it produces ....
11. Something that someone says is true.
12. You think with it.
13. Normal, usual (e.g. '..............' and 'alternative' medicine).
14. A new type of medicine that uses a computer.
15. Height, length and width are three ....
16. If you are going to have an ...., the doctors usually give you an anaesthetic.

2. *Grammar*

Present perfect continuous: **What's been happening?**

Match a sentence from **List A** with a sentence from **List B**.

Is each pair an example of:

1. something that started in the past and that is still happening?
2. something that very recently finished?

Write '1'or '2' for each pair of sentences.

LIST A

1. I'm sure Chol Ho will win the race tomorrow.
2. My eyes hurt.
3. The police can't find Jim's missing car.
4. Listen to that terrible noise from next door!
5. I like this town.
6. Be careful when you come into the room!

LIST B

a. They've been searching for five days.

b. I've been living here for five years.

c. They've been moving the furniture for hours.

d. I've been watching TV for hours.

e. I've been painting the door.

f. He's been training for three months.

Phrasal verbs: Computer communication

2.1 Some more computer words

Here is some more useful computer vocabulary. Can you match each word/phrase to the correct meaning?

1. software	a. a message sent from one computer to another
2. log on	b. programs that a computer uses
3. email	c. the physical equipment of a computer
4. Internet provider	d. two or more computers that communicate with each other
5. network	e. to connect to a network
6. hardware	f. to disconnect from a network
7. log off	g. an organization that provides a connection to the Internet

2.2 Talking to a computer

Read about recent developments in computer technology. Can you complete the text with the correct phrasal verb? (Be careful! You may need to change the form of the verb.)

call up	close down	come down	go up
link up	log off	log on	start up
start up	try out	turn on	

FOR THE PRICE OF A LOCAL CALL

Prices (1) ………. all the time, but recent technology means that the cost of making a long distance telephone call has (2) ……. a lot. Today, many people use a computer to (3) ……….……… someone on the other side of the world — for the same cost as a local telephone call. This is how they do it.

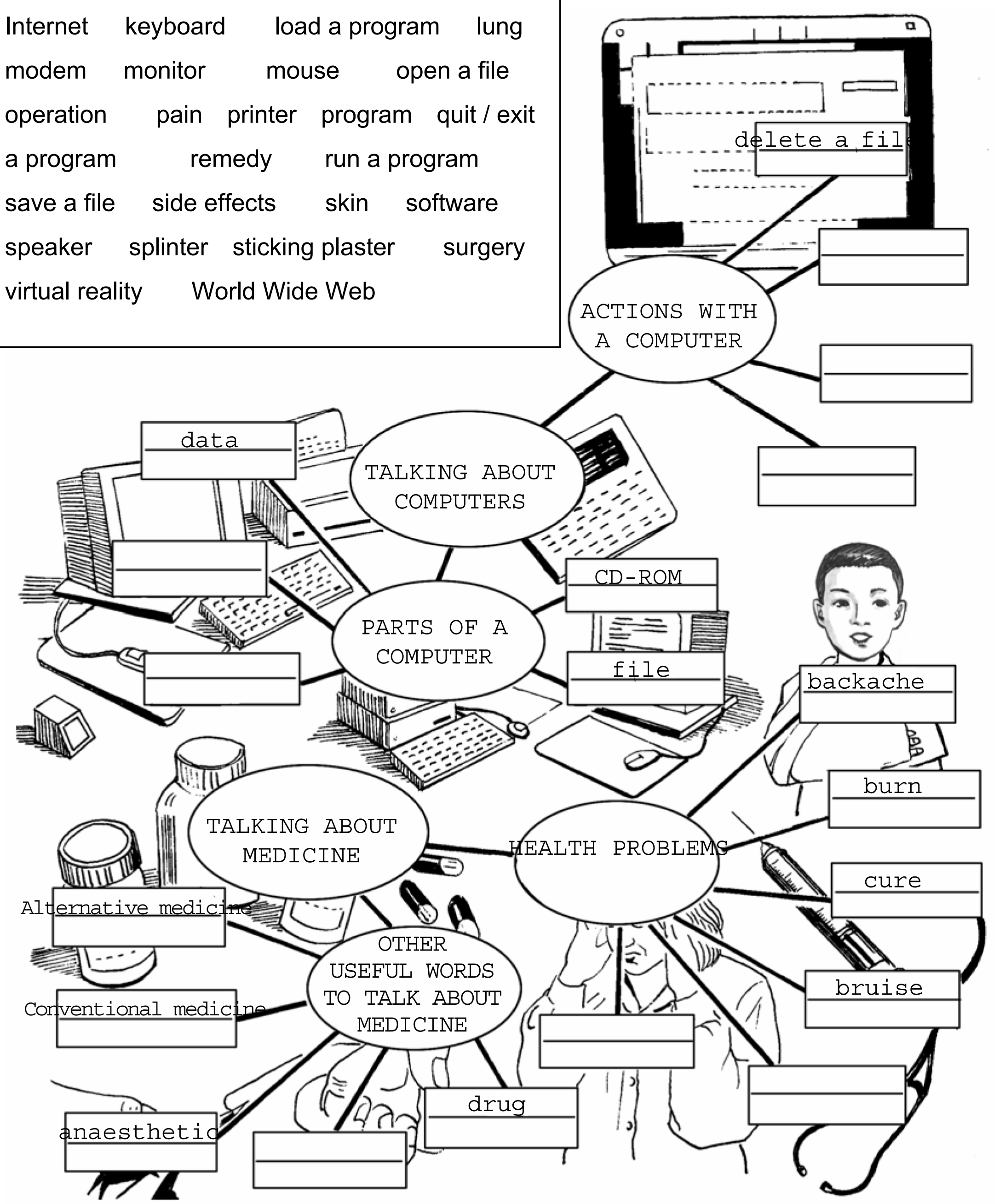
- Before they start, they (4) ………… a microphone and earphones to their computers.
- Usually, they agree when they will talk to each other because both computers have to be (5) …………………….. .
- One person suggests a day and time by mail and the other person sends back his reply.
- At the agreed time, they (6) ………….. their computers and, via their modem, (7) ………. to an Internet provider in their town.
- Next, they (8) ……………… the special telephone software.
- The telephone software connects through the Internet to the computer on the other side of the world.
- They can then talk to each other using the microphone and earphones.
- When they have finished, they (9) ………… from the Internet and (10) ………….. the computer.
- Talking via the Internet is much cheaper than using ordinary telephone connections. If you have a computer and a modem, (11) …………… an Internet conversation!

A vocabulary map (3)

Other worlds

Write these words in the most appropriate area of the vocabulary map.
(Some words can go in two or more areas.)
You can also add the meanings in the Korean language (in the bottom half of each box). Can you add any more words that you know or any more areas to the map?

alternative medicine anaesthetic backache
brain bruise burn CD-ROM
conventional medicine cure data delete a file
drug file floppy disk hard disk hardware
headache heart hiccups internal organs
Internet keyboard load a program lung
modem monitor mouse open a file
operation pain printer program quit / exit
a program remedy run a program
save a file side effects skin software
speaker splinter sticking plaster surgery
virtual reality World Wide Web



Theme D The way we are

Unit 13 Messages

Topic and Language

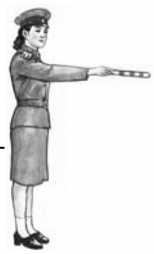
1. *Discussion:* Getting the message

1.1 How do we communicate?

We can communicate with each other in many different ways. Look at the pictures. Can you think of more ways that we can use? Make two lists.

<u>**Communication with words**</u>
speaking to each other
……………………….

<u>**Communication without words**</u>
traffic signs
………………………….



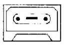


1.2 Eyes, ears and voice

Look at your list from Exercise 1.1 again. Which ways to communicate require your ears? Which ones require your eyes? Which ones require your voice?

2. *Reading:* Silent communication

2.1 Signs and dots

 Most of us use our eyes, ears and voice to help us communicate but there are some people who cannot see or hear or speak.

Read the article and learn about two systems of silent communication. Skim each section quickly and write down what you can remember. Compare with your neighbour.

2.2 Questions and answers

Here are some answers that Dr Hong gave the students. What do you think their questions were?

1. By using their hands.
2. No, there are many different sign languages.
3. No, it's quite slow.
4. They read with their fingers.
5. It's a system of dots.
6. Yes, they can use a special pen called a stylus.

Compare your questions with the class.

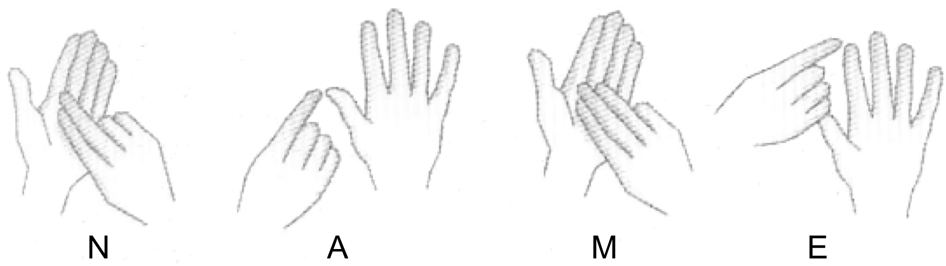
SILENT MESSAGES

Communicating with your hands

In March, some students had a visit from Dr Hong who works with blind and deaf students. Dr Hong told them about sign language, especially about English sign language because they are studying English.

Dr Hong explained that deaf people can communicate by using their hands. This is called 'signing'. He showed them how to do it and brought a sign language dictionary with him.

He pointed out that there are many kinds of sign languages. Korean sign language, for example, is different from Chinese sign language, and both of these are different from British sign language. In most countries, there are two kinds of signing. The first one is simply a code. Words are translated into signs in the same order as spoken language. In Britain this is called 'Signed Exact English'. Sometimes, people spell the letters of a word with their hands.



Dr Hong explained that this is quite slow. A faster way of getting a message across is to use a sign language. This uses the shape, position and movement of the hands to make a grammar which is different from the spoken language. In English, for example, question words such as 'What' or 'When' come at the beginning of a question, but in sign language they come at the end ('You go last night where?').

Reading with your fingers

Dr Hong also described how blind people read with their fingers using Braille. On the paper, there are patterns of raised dots which represent letters of the alphabet, numbers and punctuation marks. Different patterns make different letters, which together make words. Dr Hong explained that Braille is not a language because it uses the same grammar as the spoken

or written language. Blind people can also write their own letters or shopping lists in Braille by using a stylus (a special pen) on a small metal or plastic sheet.

Inside the text

A Check your understanding

Find these phrases in the section about signing. What does the underlined word refer to?

1. *This* is called 'signing'.
2. ... and both of *these* are different from Chinese sign language.
3. The first *one* is simply a code.
4. *This* uses the shape, position and movement ...
5. ... *they* come at the end.

B Prepositions

Can you complete these sentences with the correct preposition? Check in the text.

1. Korean sign language is different .... Chinese sign language.
2. Deaf people can communicate .... using their hands.
3. In British sign language, a question word comes .... the end of a question.
4. In exact signing, words are translated .... signs .... the same order as spoken language.

C Say it clearly!

When you tell someone something, you can show that you believe it by your intonation.

She said she liked her job. (= I believe her.)

He said he ran twenty kilometres before breakfast. (= I don't believe him.)

3. *Listening:* Body language

3.1 Gestures and meanings

We can also use gestures to communicate different messages. What are the people in these pictures saying?

What are these people trying to say? Do you know?





What gestures do you use to show that:

- something is really good?
- something is boring?
- you are surprised?
- you think someone is crazy?
- you don't know something?

3.2 The wrong body language

Body language is different in different cultures. Listen to Part A of the cassette. Can you guess what the problem was?

Listen to Part B. What was the problem? Why didn't the head teacher believe Aysha?

Can you think of other examples of body language that could be misunderstood in different cultures?

4. *Language focus:* Reported speech

4.1 Two groups of sentences

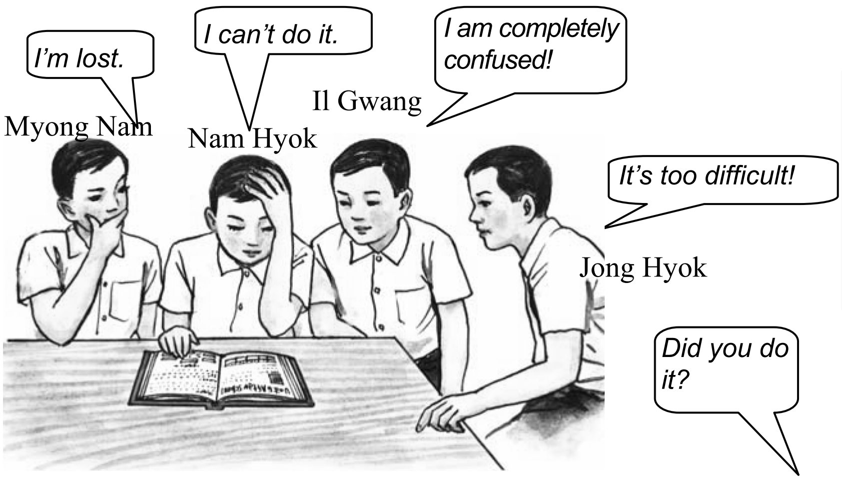
Read these sentences. Can you put them into two groups? Explain to the class why you put them into those groups.

1. Jong Hyok said that the computer was broken.
2. ‘I know you’re lying.’
3. She said that she didn't believe me.
4. ‘The computer is broken.’
5. He said he knew I was lying.
6. ‘I don’t believe you.’

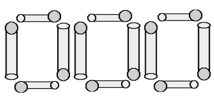
How do you say the sentences in Korean?

4.2 How to form reported speech

When you report something you usually talk about something which happened in the past. To show this, you need to change the Present tense into the Past tense.







Here are three squares. Move two sticks and take away one stick from the three squares to leave just one.

Look at what the student said next. What were the exact words that Nam Hyok and Jong Hyok used?

Do you know the answer to the puzzle?



Then Nam Hyok said he thought you had to break one of the sticks. Jong Hyok said he had seen the problem before, but he couldn't remember where. But then I discovered the answer. It's easy. First, you …

4.3 Some other changes

When you report something you often have to change words of time and place.

For example:

'I'm going to the shops now,' said Myong Nam.

Myong Nam said he was going to the shops then.

'There is a supermarket near here.' he said.

Myong Nam said there was a supermarket near there.

Notice that usually you don't have to change the Past tense.

'The shop was closed.' *Myong Nam said that the shop was closed.*

And if something is generally or always true, you don't have to change the Present tense.

'Oh, yes! The shops always close on Wednesday afternoon.'

Sun Hui said that the shops always close on Wednesday afternoon.

You can also use different verbs instead of 'said'. Look at the text in Exercise 2. Can you find some more verbs for reporting what someone said?

Can you change these sentences into reported speech? Use the verbs in brackets.

1. 'The brakes on my bike aren't very good,' Chol Ho said to Myong Chol. (warn)

Chol Ho warned Myong Chol that the brakes on his bike weren't very good.

2. 'The bus was late, that's why I'm late,' said Un Ok. (explain)
3. 'The film starts at 7 pm,' Chong Song said to Jin U. (inform)
4. 'You mustn't leave your bicycles here!' the head teacher said to the students. (tell)

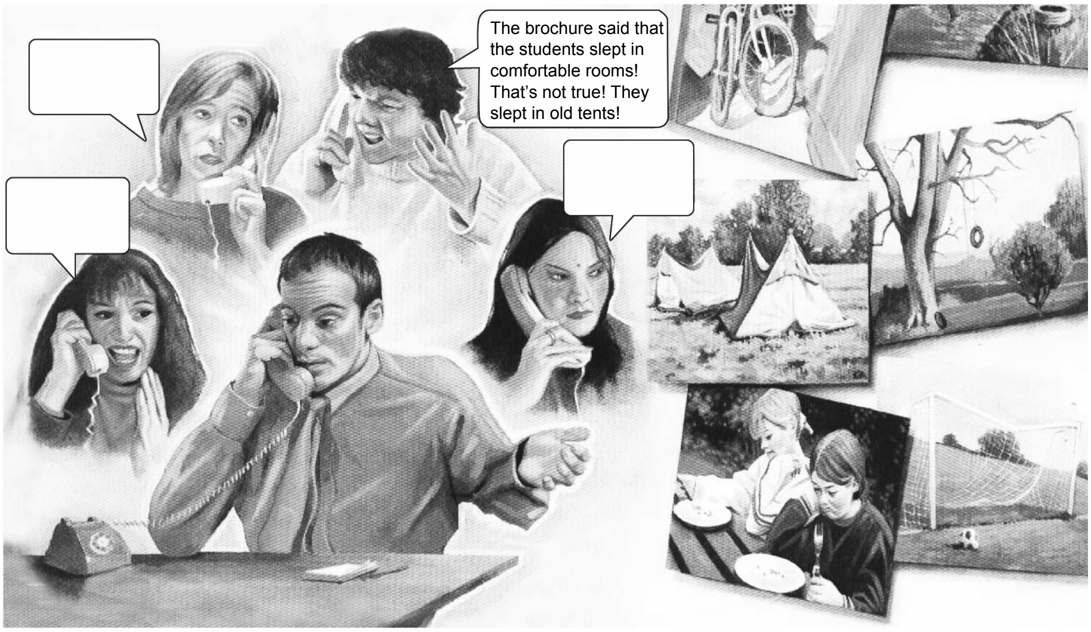
4.4 False information

People often use reported speech to indicate that something someone said was untrue. Read the brochure and look at the picture. You will see how the people are misled by the false information in capitalist countries.
What do you think the parents said to the Summer Camp Director?

COME TO

VELIK SUMMER CAMP!

Students sleep in comfortable rooms.
Students can swim and fish in the river.
There are many activities for younger students.
The choice of food is excellent.
There are four new football pitches.
An Olympic size swimming pool is open to all
students 40 mountain bikes.



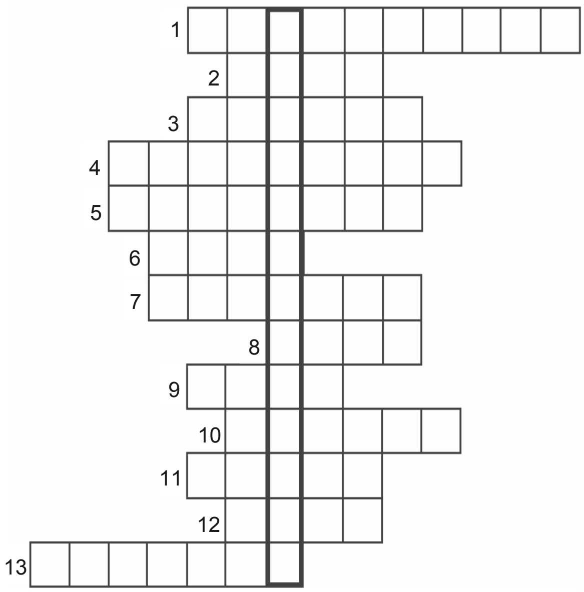
Supplementary Exercises

1. *Vocabulary:* What's the word?

Read the text and write the correct words from the list in the puzzle. What word do they spell?

blind	body	Braille	code
deaf	dictionary		dots
gestures		movements	pattern
remind	sign	stylus	

Check your answers on the cassette.



Different people, different ways to communicate

People send and receive messages in many different ways. For example, (11) ……… people can read (7) …… with their fingers. They use a system of raised (2) ……… . Each letter has a different (13) …… . These letters make a special (8) ....… which is used all over the world in hundreds of different languages. Blind people can also write (7) …… with a special pen called a (10) …… . People who are (9) ..….. use their fingers and hands to send messages to each other: this is called (6) …..… language. In the (6) …….. language (1) …… there are pictures and descriptions of many thousands of different (4) ……… of the hands and fingers for different words and phrases. Finally, everyone uses (12) ……… language to send silent messages, but our (5) ……..… have different meanings in different parts of the world. When we travel to a different country, we must (3) …… ourselves to be careful about the (5) …… we make with our body. Sometimes they have very different meanings and we must be careful not to upset anyone.

2. Reported speech

2.1 It's not true!

Read the letter from Chol Ung's pen-friend Yong Nam.

Tuesday, 24 October

Dear Chol Ung

I am really pleased that you are going to be my pen-friend. I hope that we will be able to meet in the summer holidays. Let me tell you something about myself. I am nearly 15 years old. I've got my hair cut quite short now because I do a lot of sport. I'm in a football team and I go swimming two or three times a week as well. I'm quite tall about 1m 65cm. I like wearing casual clothes — black trousers and a shirt or sweater. I also like going to concerts when I can. My favourite music is folk music. I live in a big house about 4 kilometres from the town. We've got a small garden in front of the house.

What do you think Chol Ung said when he met Yong Nam for the first time? Write seven sentences.

1. You told me you had short hair!

....

2.2 Which tense?

When we report what someone else has said, we usually use the Past simple.

He told me that he played the guitar.

If we want to report the speech of a person we know well (for example, a friend or relation), we sometimes use the Past continuous.

He was telling me that he played the guitar.

This makes it sound more informal. Look at these sentences and who said them. Are they formal or informal? Write a sentence in reported speech for each one. Use the Past continuous or the Past simple.

1. ‘This shop will be closed tomorrow.’ (shop assistant)
   The shop assistant ……………………………..…………
2. ‘I’ve just heard the new song by Pochonbo Electronic Ensemble.’
   (Chol Su) ……………………………………………….……
3. ‘When I was a little girl we didn’t have a bathroom in the house.’
   (The grandmother) ……………………………………..….…
4. ‘Tomorrow the weather will be warm and dry.’
   (The weather reporter on TV) ……….……………………….……..
5. ‘This year all the examinations will take place in Room 10.’
   (The head teacher) …………………………………….….….
6. ‘We’re going to buy a new TV set.’
   (My aunt) …………………

3. *Speaking and writing:* **Talk to Marit**

Write your answers to Marit’s questions. Then talk to her on the cassette.

MARIT: Hi! What did you learn about in your lessons today?
YOU: ....
MARIT: That sounds interesting. We had a good discussion at school about helping blind and deaf. What was the last discussion you had at school?
YOU: ....
MARIT: Oh, really? What did you say about it?
YOU: ....
MARIT: Oh. What did other people in your class say?
YOU: ....
MARIT: What did your teacher say about that?
YOU: ....
MARIT: It’s very important to discuss things, isn’t it? How often do you have discussions at school?
YOU: ....
MARIT: I like discussing things. My favourite topic is the environment. What’s your favourite topic?
YOU: ....
MARIT: That’s interesting. Tell me about it.
YOU: ....
MARIT: Mum, I’d like to discuss that with you later but I have to go now. Nice talking to you.Bye!
YOU: ....

Unit 14 Personality

Topic and Language

1. *Discussion:* Personality

1.1 Personally speaking

We all have our own personalities. What different types of personalities are there? Can a person change his personality? Tell the class your ideas.

1.2 Describing personality

Here are some words that you can use to describe a person's personality. Can you put them into pairs of opposites?

calm	extrovert	untidy	flexible	friendly
introvert	mean	nervous	optimistic	reserved
stubborn	tidy	pessimistic	generous	

2. *Reading:* Why is everyone different?

2.1 A personality quiz

What sort of person are you? Work alone and answer the personality quiz.

Often people see us differently from how we see ourselves. Compare answers with your neighbour. Do you agree with your friend's answers?

2.2 Why are we so different?

Read the article quickly. After each paragraph, note down any words or phrases that you don't understand.

Compare your list with your neighbour's and look at the article again. Can you guess the meaning of some of the words?

A PERSONALITY QUIZ

What sort of person are you?

Read these statements. How true are they for you?
Mark your answer with a cross to show what you think.

1	2	3	4
I am a very tidy person.			I am a very untidy person.
I talk a lot, even with people I don't know.			I am a very shy person. I don't talk a lot.
I think that most things will be fine.			I think that most things will go wrong, if they can.
I like to do better than other people.			I don't judge myself against others.
I prefer clothes with very dark colours.			I prefer clothes with very light colours.
I like sweet foods a lot.			I like salty foods a lot.

Would your answers have been different five years ago?

If there are some words that you can't understand, how important are they? Mark them 'VI' (very important), 'I' (important) or 'NI' (not important).

WHY IS EVERYONE DIFFERENT?

EVERYONE IS INDIVIDUAL AND DIFFERENT

In the same way as everyone's fingerprints are unique so is everyone's personality. We can usually see people's personality in the clothes they wear, or how they look after their things, or how they behave with other people.

When we say that we know someone well, what we really mean is that we can make accurate guesses about what that person will do or think. We know the different features of their personality. These features are called 'personality traits'.





Central traits

Psychologists think that we have 'central personality traits'. These affect how we behave, and how we react to people and situations. Examples of central personality traits are friendliness, neatness, competitiveness, shyness and optimism. This means that generally a person will be friendly or shy, neat or untidy, optimistic or pessimistic in different situations. Some psychologists think that we are born with these central traits and that usually they stay with us all our life.

Secondary traits

Psychologists say that we also have other traits, called ‘secondary traits’, connected with the things we prefer, such as our favourite food, music, films or colours. These can change as we get older, but very often many of them stay the same all our lives. For example, when we are adults we may buy the same colour clothes that we liked when we were children.



Predicting

If we know someone well, we get to know their central and secondary personality traits. This means that we can probably predict the kinds of things that a person might enjoy, what they could do or how they might react in different situations. In general, most people’s behaviour and attitudes are predictable unless they are in very unusual and stressful situations.



2.3 How well do you know someone?

Write your name on a piece of paper, put it together with other students' papers and mix them up. Then pick out a name. Copy the chart and tick the answers that you think that person would give. Add two more things to the list and tick your own answers. Now find out from the person if your predictions are right!

	Person:			You		
	likes it a lot	doesn't mind it	hates it	like it a lot	don't mind it	hate it
cooking						
bright red clothes						
computer games						
an untidy bedroom						
sports						
sweet things						

3. *Listening:* Four different theories

3.1 What do you think?

Where do you think personality comes from? What things affect who we are? Are some things more important than others?

3.2 What do they think?

Listen. Four psychologists are talking about four different theories. Number the theories in the order they talk about them.

a. Personality comes from our culture.

b. Personality comes from our genes.

c. Family life creates our personality.

d. There is no such thing as 'personality'.

Listen again. Can you match each theory with the evidence?

1. Children often grow up to be similar to adults they live with.
2. People behave differently in different situations.
3. Twins often have very similar personalities.
4. People can be very different if they come from different countries.

Do you think any of the theories are correct?

4. *Language focus*

Modals for probability

4.1 How certain are you?

Notice how you can use modal verbs to show how certain you are about something.

The behaviour of babies *must* be genetic. (= I am almost certain)

I think that *could* be a coincidence. (= it is possible)

I *may* be wrong. (= it is possible)

Culture *might* be important. (= it is possible)

How can you say those sentences in Korean?

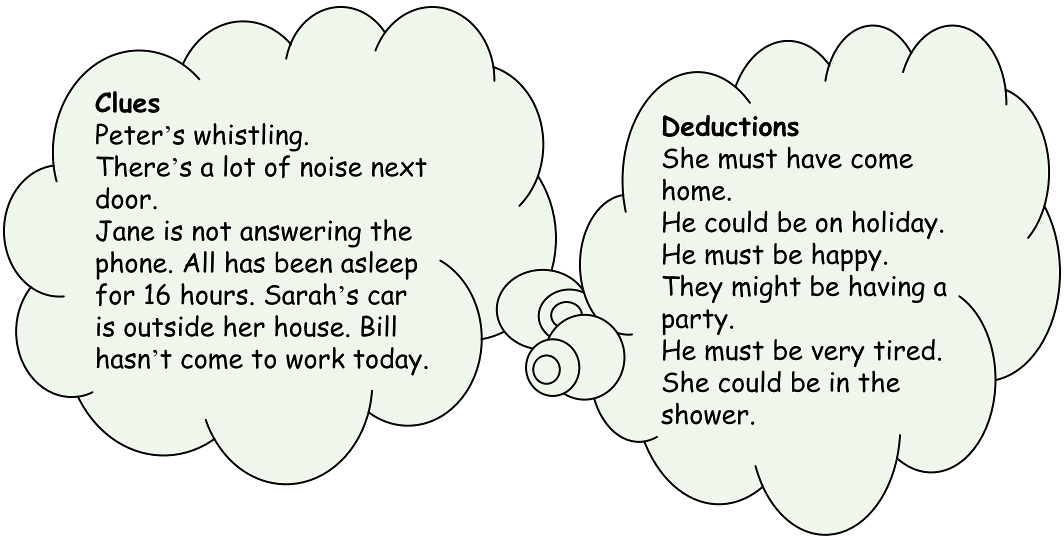
4.2 Clues and deductions

If we have a clue, we can usually make a deduction.
For example:

Clue: *Harry always wears green.*

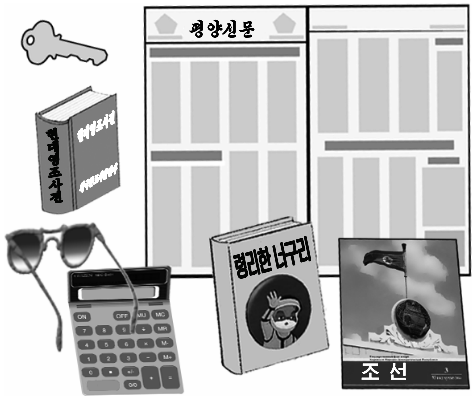
Deduction: *That sweater could be Harry's.*

Can you match these clues and deductions?



4.3 What can you deduce?

Look at these things. What can you deduce about the person who owns them? Think about how certain you are and write about your ideas.



Compare with other students in the class.

For example:

Clue: *There are car keys.*

Deduction: *The person must drive a car.*

Prefixes

You can often understand new words if you know the meaning of the prefix ─ a group of letters at the start of a word. *For example:*

un- = not (e.g. An unusual situation is a situation that is not usual.)

co- = together (e.g. A coincidence is when two things happen at the same time.)

dis- = not (e.g. A dishonest person is someone who is not honest.)

re- = again (e.g. If we can recycle something, we can use it again.)

Read these example definitions. Make a word using one of the prefixes for each one. Check your answers in a dictionary.

1. If two things are not equal, they are ....
2. If two people write books together, they are ....
3. If two people don’t agree, they ....
4. If you give the book back to someone again, you .... them.

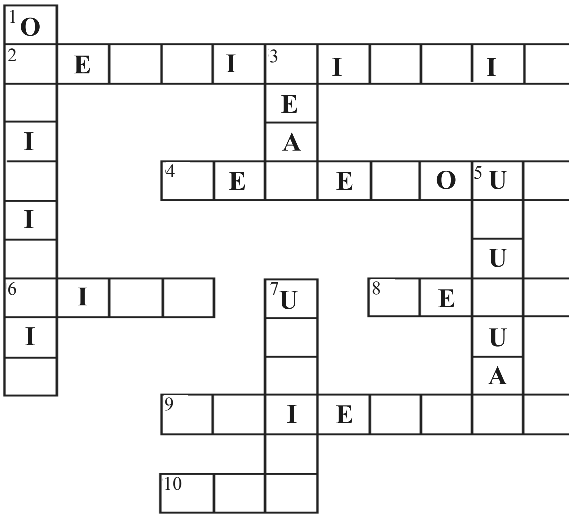
Can you write an example definition for each of these words?

rearrange unhappy cooperate disadvantage

Supplementary Exercises

1. *Vocabulary:* **What's the word?**

Gerry is describing his class to a friend. Read (and listen to) what he says and make a list of the adjectives he uses to describe the people. Then try to fit them into the puzzle.



GERRY: Look Philip, here's our class photo for this year. That's our English teacher there, Mrs Thayer.

PHILIP: Does she give you good marks?

GERRY: No, not very often! She's a bit mean. I only got 40% for my last homework and I spent three hours on it!

PHILIP: Who's this?

GERRY: Oh, that's Georgie.

PHILIP: Well, her hair looks very strange ...

GERRY: Yes, she's quite an unusual person – she likes painting and things like that ...

PHILIP: And who's this here? He looks very unhappy.

GERRY: Oh, that's Tim. This photo was taken just before a Science test and he was really pessimistic about it – he's always pessimistic! This is his friend Shane, he's always laughing and joking and very optimistic about everything.

PHILIP: What about this girl here at the end?

GERRY: Oh, that's Anna. She doesn't say much. She's really shy but the girl sitting next to her ...

PHILIP: Oh, that's Lisa, isn't it?

GERRY: Yeah, Lisa ─ she's really friendly. She's got lots of friends and she's always going out.

PHILIP: This boy here looks a mess!

GERRY: Oh, that's Martin. He's really untidy! You should see his locker! This boy here ─ Mathew ─ he's incredibly tidy. They don't like each other very much.

PHILIP: No, I can understand that ...

GERRY: Look, that's the best person in the class!

PHILIP: Oh, yeah? That's you.

GERRY: Yeah. Everyone says I'm the most generous student in the class. I help everyone all the time and ...

PHILIP: Ahem! I bet they don't say you're modest!

2. *Grammar*

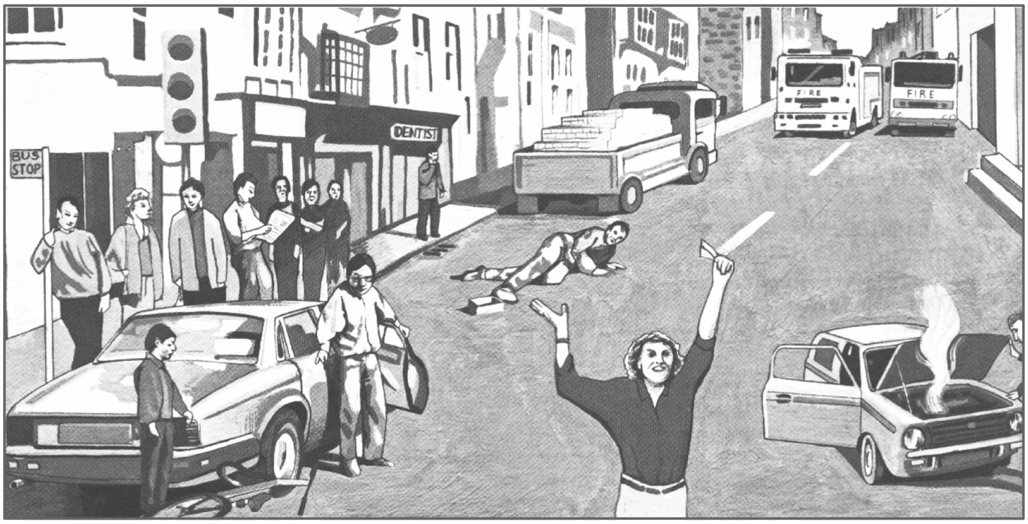
Modals for probability: What can you deduce?

Look at this picture of a small town in England. What can you deduce about the things that are happening? Think about how certain you are. Write about each situation.

For example:

Fact: *There are a lot of people waiting at the bus stop.*

Deduction: *The bus must be late. There might be a traffic jam somewhere.*



Prefixes: Understanding new words

2.1 Match them up

Match the prefixes with their meanings, and then add one of the prefixes to each example in the third column.

Prefix	Meaning	Example
1. un-	a. not	.........operate
2. co-	b. not	.........happy
3. dis-	c. again	.........belief
4. re-	d. together	.........place

Now put the example words in these sentences.

1. We watched the news of the earthquake with ....
2. He was very .... when he heard the bad news.
3. This washing machine is very old now ─ we must .... it soon.
4. When you work in groups you have to ....

2.2 Some new prefixes

Look at the meanings of these prefixes:

bi- = two (For example, a **bicycle** is a vehicle with two wheels.)

sub- = under (For example, a **submarine** is a ship which goes under the sea.)

trans- = across (For example, **transport** takes people and goods across countries.)

Read these example definitions. Make a word using one of the prefixes for each one. Check your answer in a dictionary.

1. If something is below the required standard it is ....
2. If we say something again in another language we .... it.
3. People who speak one language are monolingual. People who speak two languages are ....

Can you write an example definition for these words?

subterranean transparent bimonthly

3. *Writing and speaking:* **Talk to Bob**

Write your answers to Bob's questions. Then talk to him on the cassette.

BOB: Hello! How are you today?

YOU: ....

BOB: Well, I feel fine. I've had a really good day. We've been writing questionnaires to find out about our friends' personalities. What kind of personality have you got, do you think?

YOU: ....

BOB: Oh, great. Thanks! You can answer my questionnaire. The first part is about favourite things. Tell me about your favourite colour, music, clothes and hobbies.

YOU: ....

BOB: Oh, that's interesting. I'll just write that down. Now, what about the things you really don't like – music, clothes, hobbies ... things like that?

YOU: ....

BOB: And what kinds of things do you like eating?

YOU: ....

BOB: Oh, yeah? I like that too. Now, I can ask you some questions about the kind of person you are. Are you talkative or are you quite shy? Do you like parties and dances or would you rather stay at home or do something quiet?

YOU: ....

BOB: Yes, I'm a bit like that sometimes. Sometimes I like going out and meeting people and talking. Do you like organising and planning things or do you like to see what happens?

YOU: ....

BOB: One last question. What things really annoy you?

YOU: ....

BOB: Well, I know what really annoys me. Questionnaires! So I won't ask you any more questions. Nice to talk to you. Bye!

YOU: ....

Unit 15 Discover the West Indies

Culture Matters

1. *Discussion:* The West Indies

The West Indies are a group of islands in the Caribbean. Do you know anything about them? What don't you know? Tell the class what you know (or don't know!).

Read the first part of each sentence and choose answer **a** or **b**. The map may give you some clues. Check your answers as you work through the Unit.

1. The population of the West Indies is ...

   a. smaller than my country   b. larger than my country

2. One of the West Indies' nearest neighbours is ...

   a. Venezuela   b. New Zealand

3. The first people who lived in the West Indies were ...

   a. the British   b. American Indians

4. The largest West Indian island is …

   a. Cuba   b. Jamaica

5. The West Indies' main export is ...

   a. tobacco   b. sugar

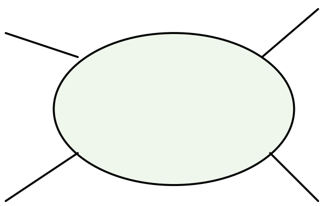
6. Most people in the West Indies are descendants of ...

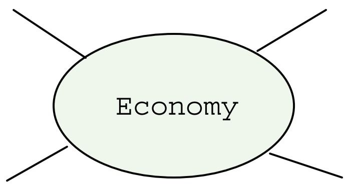
   a. African slaves   b. Europeans

2. *Reading:* Two islands

2.1 Which section?

The texts describe the history and economy of the two islands. Can you guess which sections of the text have these words?





Columbus	chemicals	tourists	aluminium	sugar
colony	inhabitants	ancestors	slaves	factories
descendants	minerals			

Read the texts and check your answers.

2.2 The same or different?

Which features of the islands are the same and which are different? Copy and complete the chart.

	Jamaica	both Jamaica and Barbados	Barbados
History		First inhabitants: Arawak Indian	
Economy			

3. *Listening:* Life in Trinidad

3.1 Going home

Malcolm Harris comes from Trinidad. Tick (√) the differences he mentions between life in Trinidad and life in the UK.

the houses □
the landscape □
the work □
the climate □
the fruit and vegetables □
the dances □
the language □
the soup □

What other differences does he mention?

3.2 What do they mean?

Listen again. What do these words mean?

a lime   callaloo   pans   calypso

4. *Research:* Decide ...

Investigate the West Indies

Choose **a** or **b**.

a. People, places and dates

Why are these people, places and dates important in the West Indies? During the next week, see if you can find out. Tell the class what you discover.

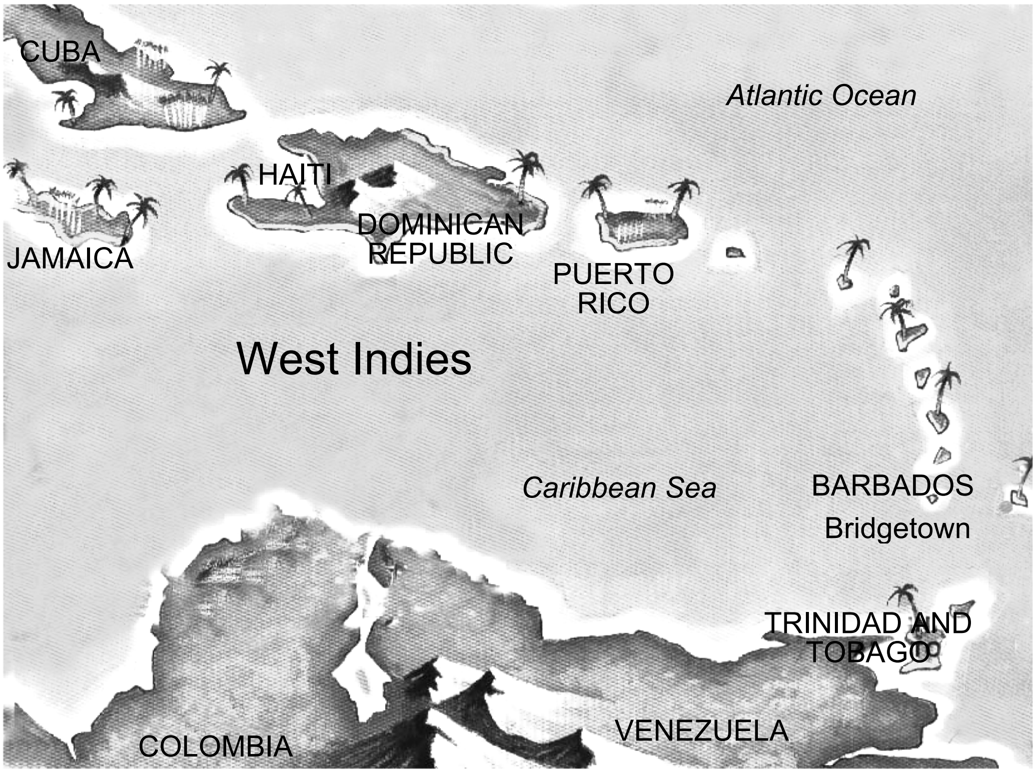
Arawak Indians 1966 Columbus
Organization of American States (OAS) 1627

b. An interview

Find out some more information about Trinidad or another West Indies island and write an interview between yourself and a journalist, describing some of the differences. You could record it with your partner.

Fact box: The West Indies

Status: Some islands are part of another country (e.g. Britain, France, and the Netherlands). There are also 13 independent countries.
Languages: English is the official language in 10 West Indian countries, including Bahamas, Barbados, Jamaica, and Trinidad and Tobago.
Population: Total: 36 million; English-speaking countries: approx. 6 million
Area: 600 372 square km. Largest island: Cuba (Spanish-speaking)



BARBADOS

History

The Arawak Indians were probably the first inhabitants and they were driven out by the Carib Indians in the 1500s. The British took the island in 1627 and it remained a colony until 1966. About 80% of the people are descendants of the slaves who were brought by the British.

Economy

Barbados is a very popular tourist island but many people work on the land producing sugar cane. Other people work in the chemical and clothes industries. There is no oil or other minerals on Barbados. Just over 250 000 people live in Barbados but it is one of the most densely populated countries in the world.

JAMAICA

History

The first people to live in Jamaica were Arawak Indians. When Columbus arrived on the island in 1494, he claimed the island for Spain and made the Arawak Indians slaves. Most of them died of disease and hard work. Many Africans were then brought to the island as slaves and today more than 90% of Jamaicans have African ancestors. Britain took control of the island in 1670 and it remained a British colony until 1962.

Economy

Jamaica has beautiful beaches and the warm Caribbean Sea, so more than 850 000 tourists visit it every year. However, Jamaicans work in many different kinds of jobs. A large number of people work in the bauxite industry and in aluminium manufacturing. The island also exports large quantities of sugar and bananas.

Supplementary Exercises

In this Unit you can practise listening for the general idea of what someone is saying (extensive listening).

1. *Listening:* What are they talking about?

1.1 Guess the topic

There are four short texts on the cassette. Stop the cassette as soon as you have guessed the topic of each text, and write it down.

Then write down how you guessed the topic of the text.

	Text 1	Text 2	Text 3	Text 4
Topic				
Reason				

1.2 Match the pictures

Look at the pictures. Which picture describes each listening text?

b



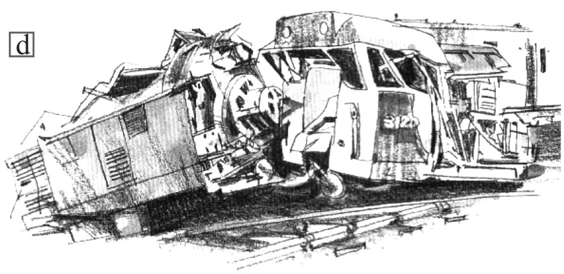
a



c



d

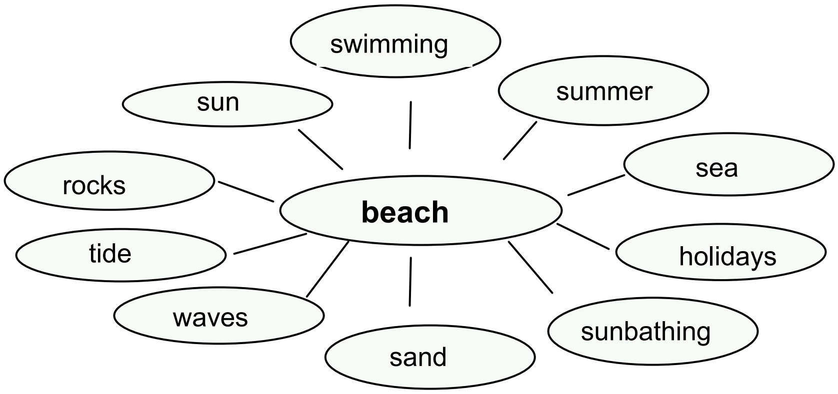


2. *Grammar*

Lexical sets: Clues

2.1 Lexical sets

A lexical set is a group of words which all belong to the same 'family' of meaning. For example, when we hear the word 'beach' it gives us a clue to other words we might hear in the same conversation, such as 'sand' or 'sea' or 'holidays'. The lexical set of the word 'beach' can be written as a vocabulary map like this:

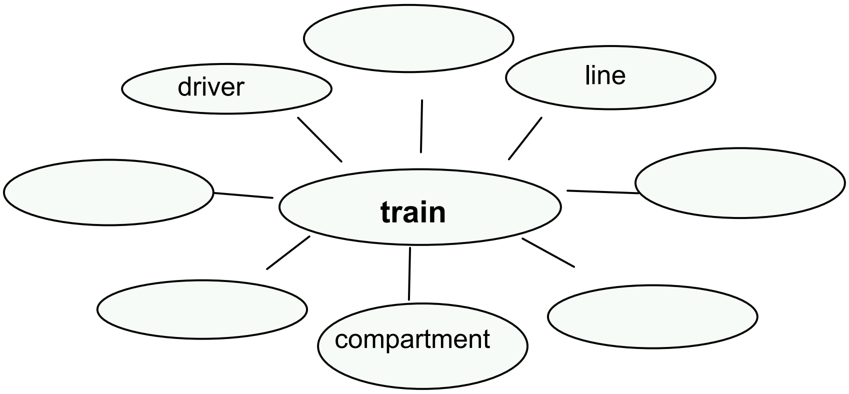


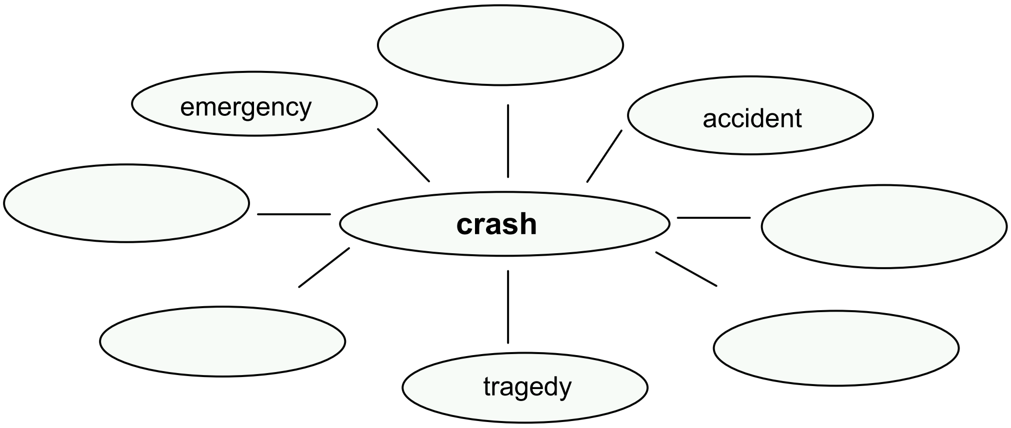
Add some more words of your own.

Listen to a text about the beach on the cassette. Tick (√) any words on the vocabulary map that you hear. Add others which are not on the vocabulary map.

2.2 Two more lexical sets

Listen again to the first text from Exercise 1.1 and complete the vocabulary maps for these lexical sets.

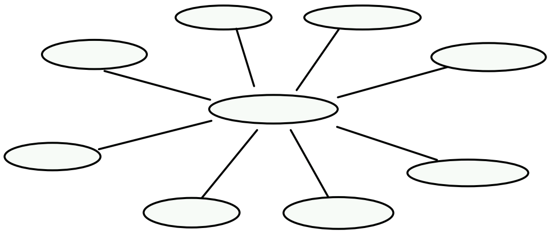




2.3 What do you expect?

Now choose one of the other texts from Exercise 1.1.

Before you listen, write down the words you expect to hear.



Listen to it again. Tick (√) the words you guessed and add any others.

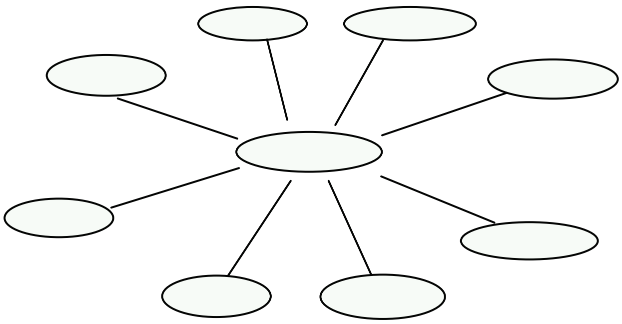
3. *Writing:* Record your own text!

First choose a topic from this list or think of another topic (you can look in the Language Records in your textbook for ideas).

the cinema clothes music school food
holidays sport

Now make a vocabulary map of words linked to the topic.

Write a short text and record it on a cassette. Ask a friend to listen to it and to fill in a vocabulary map as they listen. Compare their vocabulary map with yours.



Unit 16 Revision and Test

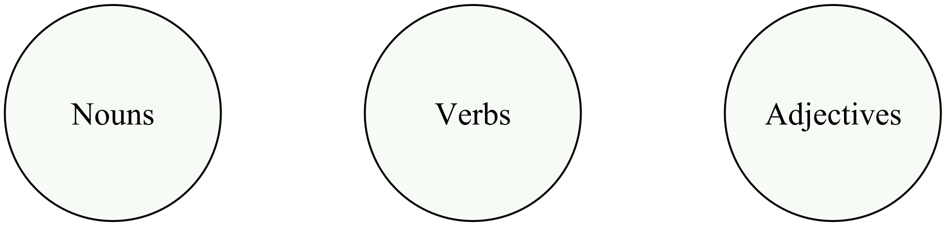
(Units 13–15)

1. *Vocabulary:* The words you met

1.1 Word groups

Here are some words that you saw in Units 13–15. Can you put them into the three circles? Some words will go in two circles.

stubborn	optimism	optimistic	trait	genetic	gene
predict	predictable	shy	shyness	deduce	deduction
guess	sign	comfort	comfortable	behaviour	behave
friendly	friendliness	gesture	influence		



1.2 What's in the gap?

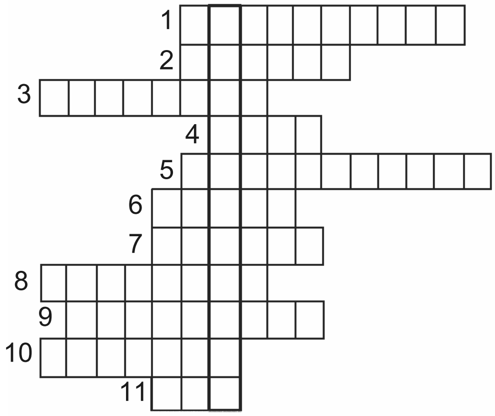
Read these sentences. Do you need a verb, a noun or an adjective for each gap? Write 'V', 'N' or 'A' in each box. Then choose a word from Exercise 1.1.

1. ☐ An .... person always feels positive about life.
2. ☐ If the light is on, I can .... that my neighbour is at home.
3. ☐ He is a very .... person. He won't change his mind.
4. ☐ Deaf people use .... language to communicate.
5. ☐ I like to sit on a .... chair when I relax in the evening.
6. ☐ Our .... decide the colour of our eyes.
7. ☐ Our personality is made of many different ....
8. ☐ She is a very .... person. She talks to everyone she meets.
9. ☐ Many psychologists think that we learn our .... from our family.
10. ☐ If we know someone well, we can .... what they might like.
11. ☐ He is very .... He doesn't make friends easily.

1.3 A puzzle

Can you complete the puzzle with the correct words from Exercise1.1?

What do they spell?



2. *Language focus*

Reported speech: What did they say?

2.1 The school report

Read a part of a report on a survey about school.

What do students think about school?

In our survey we asked students from different countries what they thought about school. Here are some of their replies:

- Nam Hyok, from DPR of Korea, said that he liked Mathematics.
- Kathy, from Britain, told us that she liked school but that the school day in the winter was too long.
- Luke, from Malta, thought that he and his friends had too much homework.
- Antonio, from Italy, said that many students wanted to do more sports at school and that they thought there wasn't enough space for football and volleyball.
- Michel, from France, told us that in his last school there was nowhere to leave bicycles but in his new school there was a special bicycle shed.
- Juan, from Spain, explained that he hated taking sandwiches to school and he wanted to have lunch at school every day.

What do you think about school?

Nam Hyok: I like to learn Mathematics a

Luke:

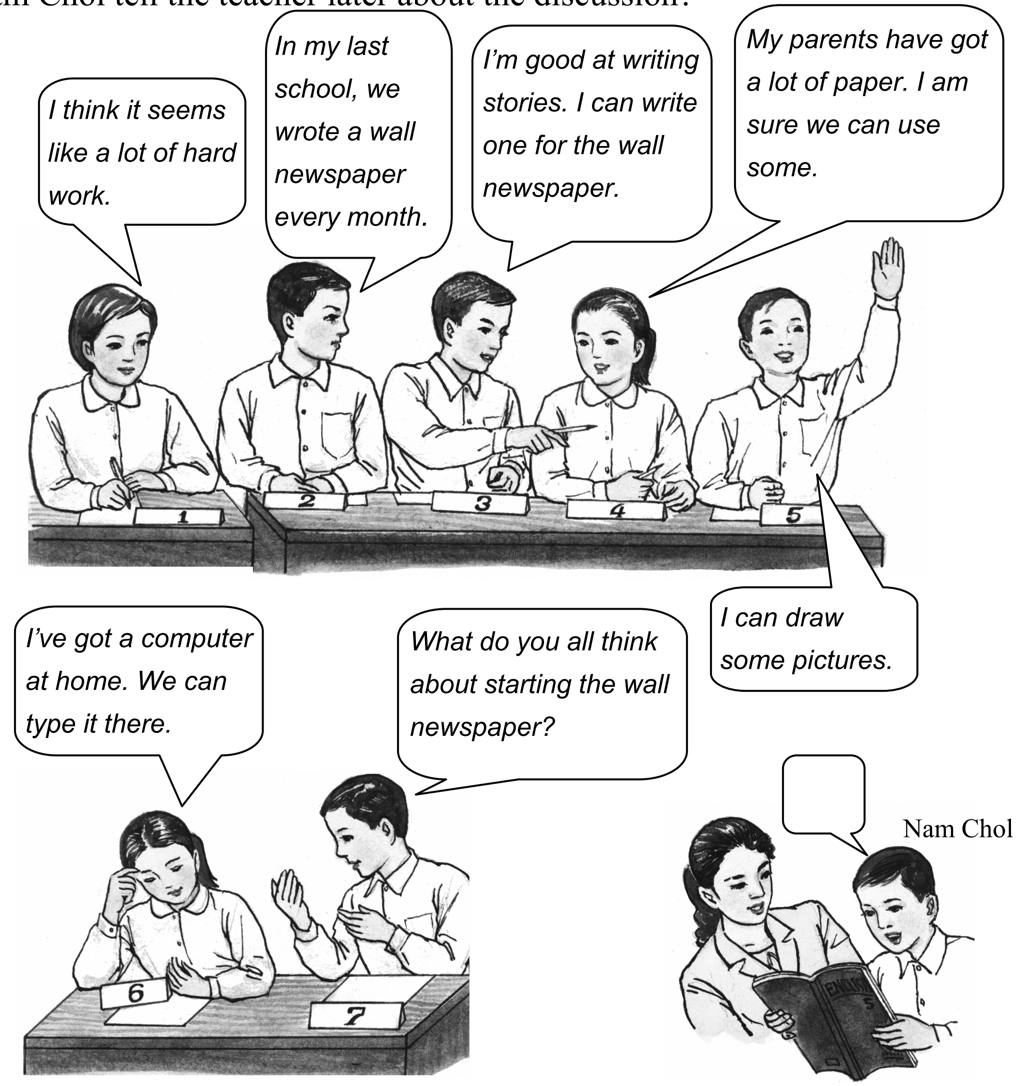
Antonio:

Kathy:

What did the students say, exactly? Complete the journalist's notes.

2.2 A wall newspaper

A group of students are discussing their ideas for a wall newspaper. What did Nam Chol tell the teacher later about the discussion?



Modals for probability: Clues and deductions

2.3 How certain are they?

Match the clues and the deductions.

1. Everyone outside has got an umbrella.	a. That must be the postman.
2. Myong Ho's very late today.	b. There could be a lot of traffic.
3. There are a lot of people outside our neighbour's building.	c. It must be raining.
4. What's in this parcel?	d. They might be having a party.
5. Someone is knocking at the door.	e. That might be the dinner!
6. I can smell something burning.	f. It might be my birthday present.

2.4 Certainty

Read the following sentences. What deductions can you make?

1. Little Jane has been working for 18 hours.
2. Poor little Tim hasn't eaten anything all day.
3. All the students in Class 4 have passed their Maths exam.
4. Nam Su and Ju Ho are going on holiday tomorrow.
5. Pietr is a footballer but he has broken his leg.

2.5 Detective work

Look at the picture. What sort of person lives here? Copy the chart and write about the information you can deduce.

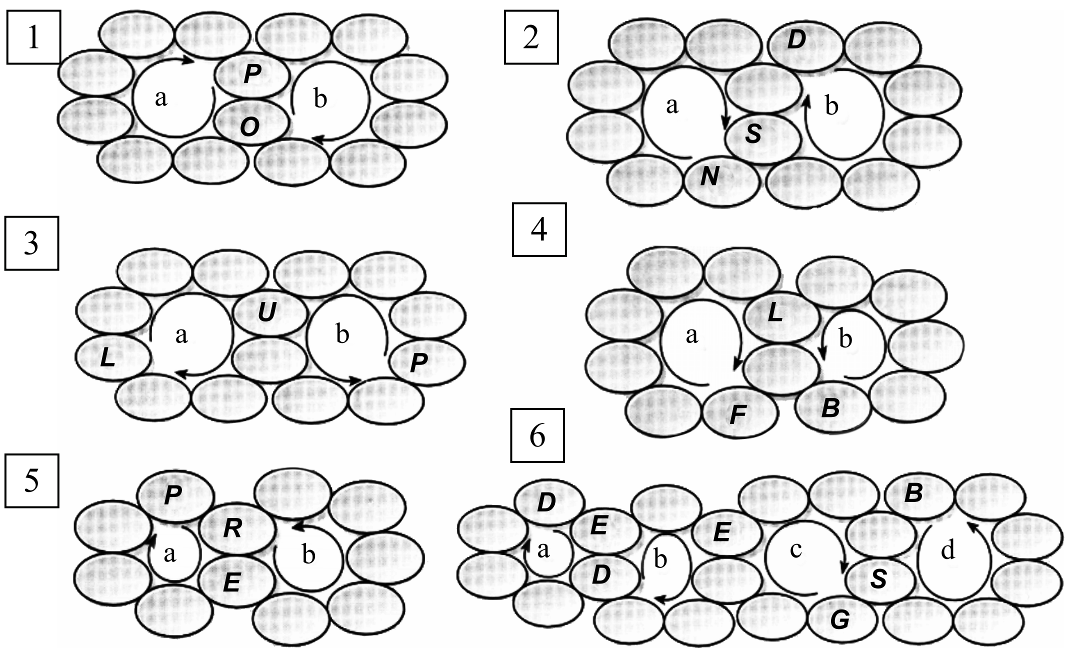


Male / Female:
Age:
Job:
Interests:
Children:
Language:
Likes:

Supplementary Exercises

1. *Vocabulary:* What's the word?

Read the clues and write the words in the puzzle (follow the arrows). The two central letters are the same in both words.



1a. The most comfortable .... for sleep is usually on the left-hand side.

1b. An .... always sees the good side of a situation.

2a. 'Please present your project well. There will be extra marks for ....,' said the teacher.

2b. People who suffer from .... communicate by signing.

3a. Deaf people communicate by using sign ………………….. .

3b. Alice tried to .... her parents to let her go to the late night concert.

4a. In many other countries, poor people have to be ...... and work irregular hours.

4b. Blind people read ..... with their fingers.

5a. 'Tea or coffee?' she asked. 'Oh, thanks. I ………….. tea.'

5b. 'Oh, that .... me! I must buy some more!'

6a. Good detectives .... many things at the scene of the crime.

6b. 'Are you going for a picnic tomorrow?' he asked. 'Well, it .... on the weather.'

6c. Yong Suk's a very .... girl: she's always giving presents to her friends.

6d. Mind your own .... ! We don't want to discuss this with you!

2. *Grammar*

Reported speech: Identical twins

Read the interview with Jim Springer and write what he said in reported speech. Try to use different reporting verbs.

INTERVIEWER: So you and your brother didn't meet for 40 years?

JIM: That's right. Two different families adopted us when we were babies.

INTERVIEWER: And were your lives very different or very similar?

JIM: Oh, very similar. For example, we both married women called Linda.

INTERVIEWER: These are real coincidences!

JIM: My son is called James Alan and my brother's son is called ….

INTERVIEWER: Don't tell me ─ James Alan!

JIM: Yes, Allan with two 'l's. We both went to Florida for our holidays and we both have the same hobby ─ woodwork. At school we were both bad at spelling but good at Maths.

INTERVIEWER: Go on.

JIM: Well, when we ...

Modals for probability: It could be a coincidence!

Look back at the dialogue in Exercise 2. Why do you think there were so many similar things in their lives? Do you think they are coincidences or is

there an explanation for each event? Here are some reasons for the similarities. Write 'certain', 'probable' or 'possible' next to each sentence.

1. 'Tom' is a very popular English boy's name. *Probable*..................
2. There was a pop song called 'Linda' at that time. ....
3. Betty Grable was a famous actress at that time. ....
4. Our people go to the scenic spots for their holidays. ....
5. Many men have a natural talent for woodwork. ....

Now use a modal of probability to make sentences to show your degree of certainty for each reason.

It could be because 'Tom' is very popular boy's name. (probable)

Prefixes: Be careful!

Sometimes a group of letters at the front of a word looks like a prefix, but isn't. For example, in this group 'bingo' is the odd one out:

a bicycle **b** bilingual **c** binary **d** bingo

Choose the odd one out in these groups.

1.	**a** coincidence	**b** collection	**c** coauthor	**d** cooperation
2.	**a** disaster	**b** disbelief	**c** disconnect	**d** discourage
3.	**a** forecast	**b** foreground	**c** foreign	**d** foretell
4.	**a** react	**b** rearrange	**c** reason	**d** reconstruct
5.	**a** subject	**b** subconscious	**c** subculture	**d** submarine
6.	**a** unable	**b** unclear	**c** uncertain	**d** unique

A vocabulary map (4)

Write these words in the most appropriate area of the vocabulary map. (Some words can go in two or more areas.) You can also add the meanings in the Korean language (in the bottom half of each box). Can you add any more words that you know or any more areas to the map?

affect alphabet behave

body language Braille calm

code deduce depend (on)

dishonest explain extrovert

flexible friendly generous

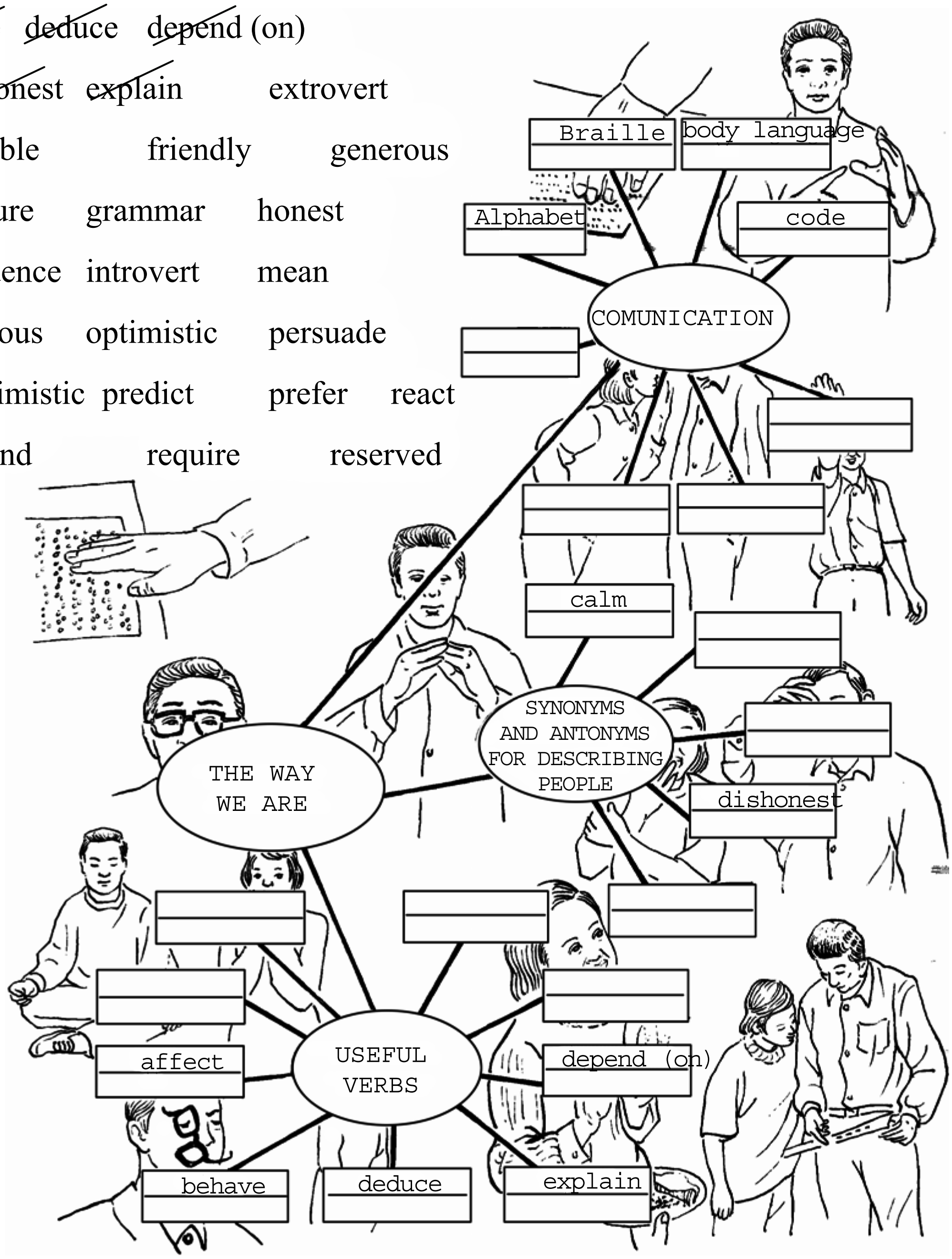
gesture grammar honest

influence introvert mean

nervous optimistic persuade

pessimistic predict prefer react

remind require reserved



Irregular Verbs

Infinitive	past simple	past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought

Infinitive	past simple	past participle
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
led	led	led
learn	learned	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

Infinitive	past simple	past participle
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
mean	meant	meant
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat

Infinitive	past simple	past participle
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

Grammar Summary

Theme A

피동상 (Passive)

'be' + 과거분사

일반적으로 영어에서 행동에 대하여 말할 때 술어동사를 능동형 또는 피동형 두가지로 만든다.

People play football everywhere. (사람들은 도처에서 축구를 한다.)
Football <u>is played</u> everywhere. (축구는 도처에서 한다.)

례들에서 보는것처럼 능동형을 피동형으로 만들자면 술어동사를 <be+과거분사>로 만들어야 한다. 그리고 능동형문장에서는 보어를 주어자리에 놓는다.

They speak English in England. (영국에서는 사람들이 영어로 말한다.)
English <u>is spoken</u> in England. (영국에서는 영어로 말한다.)

피동상은 다음과 같은 경우에 쓰인다.

행동수행자보다 행동을 더 중요하게 볼 때와 행동수행자를 정확히 모를 때

Farming <u>is done</u> with machine. (농사는 기계로 짓는다.)
The bridge <u>was built</u> in 1990. (그 다리는 1990년에 건설되였다.)

행동을 과정으로서 말하고싶을 때

The football player <u>is admired</u> of all. (그 축구선수는 모든 사람들의 칭찬을 받는다.)

규정이나 규칙을 말하고싶을 때

Pushing another player <u>is not allowed</u> in football. (축구에서 다른 선수를 밀치는것은 허용되지 않는다.)

과거단순(시칭)과 현재완료(시칭) (Past simple and Present perfect)

현재완료(시칭)와 과거단순(시칭)의 차이점을 주의해보시오.

현재완료(시칭)는 과거에 일어난 행동의 결과가 현재까지 남아있다는것을 나타낼 때 쓰이며 현재시간을 나타내는 단어(today, this week, never 등)와 함께 쓰인다.

I <u>have done</u> a lot <u>today</u>. (오늘 나는 많은 일을 해놓았다.)

과거단순(시칭)은 과거의 정해진 시간에 일어난 행동에 대하여 말할 때 쓰이며 현재시간을 나타내는 단어들이 아니라 과거시간을 나타내는 단어들과 함께 쓰인다.

I did a lot yesterday. (나는 어제 많은 일을 했다.)

현재완료(시칭)와 과거단순(시칭)은 어떤 사실에 대하여 구체적으로 말할 때 함께 쓸수 있다.

경험에 대하여 말할 때:

I haven't been to many cities. I went to Kaesong once, but that was ten years ago. (나는 많은 도시들에 가본적이 없다. 나는 개성에 한번 갔더랬는데 그것도 10년전이였다.)

새 소식을 전할 때:

A US helicopter has just crashed in Baghdad. All the crewmen were killed. (바그다드에서 미국직승기 한대가 격추되였다. 비행기에 탔던 놈들이 모두 죽었다.)

미래를 나타내는 현재지속(시칭) (Present continuous)

현재지속(시칭)은 보통 지금 진행중의 일들에 대하여 말할 때 쓴다.

You're reading this! (이 책을 읽고있구나!)

현재지속(시칭)은 또한 미래에 하기로 계획된것에 대하여 말할 때 쓸수 있다.

I'm playing tennis tomorrow afternoon. (래일 오후에 나는 정구를 치려고 한다.)

Theme B

미래에 대하여 말하기 (Talking about the future)

영어에는 미래에 대하여 말하는 방법이 여러가지이다.

미래에 일어날 일을 예언하여 말할 때에는 'will'을 쓸수 있다.

I think it will rain tomorrow. (래일 비가 오리라고 생각한다.)

확실하게 있게 될 일이나 계획에 대하여 말할 때 '**be going to'**를 쓸수 있다.

I'm going to meet my friend tomorrow. (계획)
(나는 래일 나의 친구를 만나려고 한다.)

Look! Those cars are going to crash! (확실히 일어날 일)
(저것봐! 저 차들이 충돌하려고 한다!)

또한 일정한 시간을 나타내는 상황어와 함께 약속된 계획에 대하여 말할 때 현재지속(시칭)을 쓸수 있다.

I'm playing football on Saturday.
(나는 토요일에 축구를 하려고 한다.)

미래완료(시칭)(Future perfect)

'will'+ 현재완료형('have' + 과거분사)

미래완료(시칭)는 지금은 완료되지 않았지만 미래의 어느 때까지는 완료된다는것에 대하여 말할 때 쓰인다.

By 9.00 pm. I will have finished all my homework.
(9시까지면 숙제를 모두 끝마치겠다.)

미래완료(시칭)는 <will + have + 과거분사>형태로 만든다.

By 2050, we will have landed on Mars.
(2050 년까지는 화성에 상륙할것이다.)

구동사들(Phrasal Verbs)(1)

영어에서 많은 동사들은 둘 혹은 그 이상의 단어들로 이루어진다. 이런 동사들을 구동사라고 한다. 구동사는 한개의 본동사와 한개 또는 두개의 전치사나 부사로 이루어진다.

How can I find out where Chol Ho lives?
(철호가 사는 곳을 어떻게 찾아낼수 있습니까?)

You can look up his name in the telephone directory and then write down his address.
(전화번호책에서 그의 이름을 찾아내여 그의 주소를 써넣을수 있다.)

구동사뒤에 보어격의 인칭대명사('me', 'it', 'him', 'her', 'us', 'you', 'them')를 쓰는데 주의하시오. 보어격의 인칭대명사는 본동사의 뒤에 그리고 전치사나 부사의 앞에 온다.

If you want Chol Ho's address, look it up in the telephone directory and then write it down.
(철호의 주소를 알고싶으면 전화번호책에서 그것을 찾아내여 써넣으십시오.)

Theme C

구동사들（Phrasal verbs）（2）

‘GET’

영어에서 동사 ‘**get**’는 많은 의미를 가지고있다. 가장 일반적인 의미는 ‘receive’ 혹은 ‘obtain’의 뜻이다.

What did you get for your birthday? (생일에 무엇을 받았습니까?)

Where did you get that shirt? (그 내의를 어디서 얻었습니까?)

‘**get**’ + 형용사(과거분사)는 ‘become’의 뜻을 나타낸다.

If you go out in rain, you get wet. (비가 오는데 나가면 옷이 젖습니다.)

If you put your hand in a flame, you get burnt. (불 붙는데 손을 넣으면 화상을 입습니다.)

The weather is getting colder. (날씨가 점점 추워진다.)

At night, you get undressed before you go to bed. (밤에 잠자기 전에 옷을 벗는다.)

현재완료: 단순과 지속（Present perfect: simple and continuous）

흔히 현재완료단순(시칭)과 현재완료지속(시칭)의 차이는 매우 작다. 현재완료지속(시칭)은 과거에 시작된것이 지금도 여전히 진행되고있을 때 쓴다.

It has been raining for three days. When will it stop?
(비가 3일동안 계속 내리고있다. 언제 비가 멎을가?)

또한 어떤 일이 방금 끝났고 그 결과를 지금 볼수 있을 때 쓸수 있다.

I'm sorry about the kitchen! I've been cooking dinner.
(부엌이 이렇게 되여 미안합니다. 나는 방금까지 저녁밥을 지었습니다.)

간단한 대답들（Short Answers）

입말영어에서는 질문들에 간단히 대답할수 있다.

- Are you hungry? (배고픕니까?)
- No, I'm not. (아닙니다.)

간단히 대답하기 위하여 조동사(‘do’, ‘have’, ‘be’, ‘can’, ‘should’, etc.)를 반복하여 쓴다.

- Have you seen that new film? (새 영화를 보았습니까?)

- <u>No, I **haven't**</u>. (아니요, 보지 못했습니다.)

- Do you want to see it? (그것을 보고싶습니까?)

- <u>Yes, I **do**</u>**.** (예, 그렇습니다.)

Theme D

간접전달법 (Reported Speech)

영어에서 어떤 사람이 말한것을 전달하고싶으면 그것이 자기의 말이 아니라는 것을 보여주기 위하여 흔히 시칭을 바꾼다.

> Sue: 'I<u>'m going to</u> Bill's house at 3 o'clock. I <u>have bought</u> a new cassette and he <u>wants</u> to hear it.'
> 쑤: 《3시에 빌의 집으로 가려고 해. 내가 새 카세트를 샀는데 그가 듣고 싶어해.》
>
> *Sue said she **was going to** Bill's house at 3 o'clock. She said she **had bought** a new cassette and that Bill **wanted** to hear it.*
> (쑤는 3시에 빌의 집으로 가려고 한다고 말했다. 쑤는 자기가 새 카세트를 샀는데 빌이 듣고싶어한다고 말했다.)

훨씬 후에 혹은 다른 장소에서 말을 옮길 때에는 다른 단어들도 또한 변화시켜야 한다.

> Henry: 'I'<u>ll go</u> to my house <u>now</u> and <u>come</u> back <u>here</u>.'
> 헨리: 《이제 집에 갔다가 여기로 다시 오겠어.》
>
> *Henry said he **would go** to his house **then** and **go** back **there**.*
> (헨리는 그때 집에 갔다가 다시 거기로 가겠다고 말했다.)

자주 변하는 단어들은 다음과 같다:

> now → then   come → go   here → there   today → that day
>
> tomorrow → the next day   yesterday → the day before

'said' 대신에 다음의 동사들도 쓸수 있다.

'explain', 'remind', 'tell'

> Woman: 'Turn left and then turn right. The bus station is in front of you.'
> 녀자: 《왼쪽으로 돌아가서 다음 오른쪽으로 도시오. 그러면 뻐스정류소가 있습니다.》

*The woman **explained** how to get to the bus station.*
(그 녀자는 뻐스정류소에 어떻게 가는가를 설명하였다.)

Steve : 'Don't forget to take your bag!'
스티브: 《가방을 가지고 가는것을 잊지 마시오.》

*Steve **reminded** Bill to take his bag with him.*
(스티브는 빌에게 가방을 가지고 가라고 깨우쳐주었다.)

가능성을 나타내는 양태동사들 (Modals for probability)

어떤 일에 대하여 얼마나 확신을 가지는가를 보여주기 위하여 양태조동사 'must', 'may', 'might' and 'could'들을 리용할수 있다.

Nam Chol's not at home. He **must** be at school.
(남철이는 집에 없다. 그는 반드시 학교에 있을것이다.)

It **may** rain tomorrow. (아마도 래일 비가 올수 있다.)

That bag **could** be Jack's. (그 가방은 잭크의것일거야.)

I **might** come to the cinema. (확실치는 않지만 나는 영화관에 갈수 있어.)

앞붙이들 (Prefixes)

앞붙이들은 단어의 의미에 영향을 주는 글자들로서 단어앞에 온다.

un- (= not)	unusual, uncomfortable, unhappy
co- (= together)	co-worker, cooperate
dis- (= not)	dishonest, disagree
re- (= again)	recycle, rebuild

흔히 어떤 단어는 앞붙이 없이 존재하지만 그 앞붙이가 단어의 의미에 어떻게 영향을 주는가를 알수 있다. 실례로 아래의 모든 단어들은 자체에 'again'의 의미를 포함하고있다.

repeat revolve reveal

분리의문문 (Question tags)

분리의문문은 말할 때 문장의 마감에 꼬리의문을 리용하여 만든다. 이때 억양(올림 혹은 내림)이 중요하다.

That's your coat, **isn't it**? (=I am sure it's your coat, isn't it?)
(저것은 너의 코트이다, 그렇지 않니?)

That's your coat, **isn't it**?(=I think that's your coat, correct me if I am wrong.)
(저것이 너의 코트라고 생각하는데 옳은지?)

부정의문문의 형태에 주의하시오. 긍정문뒤에는 부정꼬리의문(a negative tag)이 오고 부정문뒤에는 긍정꼬리의문(a positive tag)이 온다.

You can come tomorrow, **can't you**? (동무는 래일 올수 있지요?)

He doesn't drive a car, **does he**? (그는 차를 운전하지 않는다, 그렇지?)

'be', 'can', 'have' 등의 양태동사들이 있는 분리의문문을 만들려면 꼬리에서 그 동사를 반복하여 쓴다.

It's cold today, **isn't it**? (오늘은 춥다, 그렇지 않아?)

She can't swim, **can she**? (그 녀자는 수영을 할수 없지요?)

This train will arrive at 7.00 pm, **won't it**? (이 기차는 7시에 도착할거야, 그렇지 않니?)

기타 다른 동사들에 대하여서는 'do / does / did'를 써야 한다.

That dog **looks** dangerous, **doesn't it**? (저 개는 위험해보여, 그렇지 않니?)

They **speak** English, **don't they**? (그들은 영어로 말해, 그렇지 않니?)

You **saw** that film last week, **didn't you**? (동무는 지난주에 그 영화를 보았지요?)

'Let's'로 시작된 문장은 꼬리의문 'shall we'를 쓴다.

Let's have dinner now, **shall we**? (지금 저녁식사를 할가요?)

Vocabulary

Unit 1

hobby /ˈhɒbi/ *n* 취미
in one's free time 여가시간에
handicraft /ˈhændɪˌkrɑ:ft/ *n* 수공예(품)
national competition 국내경기
international competition 국제경기
usual speed 보통속도
maximum /ˈmæksɪməm/ *a* 최고의, 최대의 *n* 최대(한도)
maximum speed 최대속도
brainstorm /ˈbreɪnˌstɔ:m/ *vt* 지혜를 모아 문제를 풀다 *n* 지혜를 모으기
cooperation /kəʊˌɔpəˈreɪʃən/ *n* 협동, 협력, 협조
for fun 흥미거리로, 오락으로
mix /mɪks/ *vt* 섞다, 결합하다
entertainment /ˌentəˈteɪnmənt/ *n* 즐거움, 환대, 오락, 초대
provide entertainment for … …에게 즐거움을 주다
personality /ˌpɜ:səˈnælɪti/ *n* (어떤 개성을 가진) 인물, 성격; 유명한 사람
sports personalıty 체육인물, 인기있는 체육선수
connect /kəˈnekt/ *vt* 잇다, 련결하다
become closely connected with … …와 밀접히 련결되다
protest /ˈprəutest/ *vt* 항의하다, 의견을 제기하다
protest against … …에 항의하다, …을 반대하여 항의하다
apartheid /əˈpɑ:theɪd/ *n* 인종격리정책
boycott /ˈbɔɪɪkɔt/ *vt* 배척하다, 보이코트하다 *n* 보이코트
violence /ˈvaɪələns/ *n* 폭력, 폭행; 모독
serious problem 중대한 문제, 심각한 문제
injure /ˈɪndʒə/ *vt* 상처를 입히다, 다치게 하다
allow /əˈlaʊ/ *vt* 허락하다, 승인하다
sports industry 체육업
huge /hju:dʒ/ *a* 거대한
profit /ˈprɒfɪt/ *n* 리익, 리윤
make a profıt 리윤을 얻다
promote /prəˈməʊt/ *vt* 촉진시키다, 승급시키다
promote like film stars 영화배우들처럼 승진시키다
sold /səʊld/ *vt* sell(팔다)의 과거분사
sportspeople /ˈspɔ:tsˌpi:pl/ *n* 체육인들
on and off the field 경기장 안팎에서
behave /bɪˈheɪv/ *vt* 행동하다, 처신하다
attention /əˈtenʃən/ *n* 주의
get attention 주의를 끌다, 인기를 끌다
supporter /səˈpɔ:tə/ *n* 지지자, 옹호자, 동조자
advertise /ˈædvəˌtaɪz/ *vt* 광고하다, 선전하다, 공시하다
pattern /ˈpætən/ *n* 모범, 본보기; 양식
pigeon /ˈpɪdʒən/ *n* 비둘기
owner /ˈəʊnə/ *n* 소유자, 주인

run the clubs as businesses 구락부를 기업처럼 운영하다
hit /hɪt/ *vt* 치다, 때리다
serve /sɜ:v/ *vt* 처넣기하다; 봉사하다, 섬기다
net /net/ *n* 그물
oppose /əˈpəʊz/ *vt* 반대하다, 대항하다
opposing team 상대팀
receive a point 한점을 얻다
set /set/ *n* 한조, 〈경기의〉 한 회전
in sets of …의 회전으로
federation /ˌfedəˈreɪʃən/ *n* 동맹, 련맹
Federation Internationale de Football 국제축구련맹
World Cup Competition 세계축구선수권대회, 월드컵경기대회
every four years 4년에 한번씩
suspend /səsˈpend/ *vt* (한동안) 중지하다, 정지하다
World War Ⅱ 제2차세계대전
professional /prəˈfeʃənəl/ *a* 직업의, 직업적인
professional footballer 직업축구선수
retire /rɪˈtaɪə/ *vi* 은퇴하다
album /ˈælbəm/ *n* 사진첩
dribble /ˈdrɪbl/ *vt* (경기) 공을 몰고나가다
draft /drɑ:ft/ *n* 도안, 초안, 초고
version /ˈvɜ:ʃən/ *n* 번역, 설명
identical /aɪˈdentɪkəl/ *a* 동일한, 일치하는
coin /kɔɪn/ *n* 쇠돈
final /ˈfaɪnl/ *a* 최후의, 최종적인
finalize /ˈfaɪnəlaɪz/ *vt* 완성시키다, 끝맺다
booklet /ˈbuklɪt/ *n* 소책자
enthusiastic /ɪnˌθju:zɪˈæstɪk/ *a* 열정적인, 열렬한
to be enthusiastic about … …에 대하여 열정적이다
bobsledding /ˈbɒbˌsledɪŋ/ *n* (경기용) 썰매타기, 썰매경주
ballooning /bəˈlu:nɪŋ/ *n* 기구타고 오르기, 기구조종
steer /stɪə/ *vt* (비행기, 자동차에서) 조종하다
bobrun /ˈbɒbrʌn/ *n* (경기) 썰매길, 썰매로정
bobsled /ˈbɒbˌsled/ *n* (경기용) 썰매 *vi* 썰매를 타다, 썰매를 타고 달리다
International Bobsled Federation 국제썰매련맹
hot-air /ˈhɒtɛə/ *n* 열풍
hot-air balloon 열기구
raise /ˈreɪz/ *vt* (기구, 기발 등을) 띄우다, 올리다
burner /ˈbɜ:nə/ *n* 가열기
inflate /ɪnˈfleɪt/ *vt* 팽창시키다, 부풀게하다
vent /vent/ *n* 공기구멍, (공기, 액체 등을 넣거나 빼는) 구멍
descend /dɪˈsend/ *vi* 내리다, 내려오다, 내려가다
rapidly /ˈræpɪdli/ *ad* 빨리, 신속히
rip panel /rɪpˈpænl/ *n* (항공의 기구에서) 긴급가스방출구
parachute /ˈpærəˌʃu:t/ *n* 락하산 *vi* 락하산으로 내리다

fantastic /fænˈtæstɪk/ *a* 공상적인, 기발한, 상상의, 실없는, 비현실적인

Unit 2

particular /pəˈtɪkjʊlə/ *a* 특별한

Pyongyang TV broadcasting Station 평양텔레비죤방송국

broadcasting /ˈbrɔ:dˌkɑ:stɪŋ/ *n* 방영, 중계

schedule /ˈʃedju:l, ˈskedju(:)l/*n* 시간표,예정, 기일, 계획

a prime time 시청률이 가장 높은 시간

rating /ˈreɪtɪŋ/ *n* 시청률

positive effect 긍정적인 경향

mention /ˈmenʃən/ *vt* 언급하다

article /ˈɑ:tɪkl/ *n* (신문, 잡지의) 기사, 론설; (문법) 관사

researcher /rɪˈsɜ:ʧə/ *n* 조사원, 연구사

estimate /ˈestɪˌmeɪt/ *vt* 어림짐작하다, 평가하다, 평하다

policy /ˈpɒləsi/ *n* 정책, 방침

the Party's policy 당정책

effective /ɪˈfektɪv/ *a* 효과적인

in a more effectıve way 보다 효과적으로

memorable /ˈmem(ə)rəbl/ *a* 기억해야 할

entertain /ˌentəˈteɪn/ *vt* 마음속에 품다, 즐겁게 하다

enjoyable /ɪnˈʤɔɪəbl/ *a* 즐거운, 재미나는

relax /rɪˈlæks/ *vt* (긴장 등을) 늦추다, 풀다, 쉬게 하다

companionship /kəmˈpænjənˌʃɪp/ *n* 교제, 사귐

source /sɔ:s/ *n* 원천, 근원, 원인

a source of … …의 원인

cope /kəʊp/ *vt* 대처하다, 대항하다; 처리하다

cope with everyday life 일상생활에 대처하다

aware /əˈweə/ *a* 아는, 알고있는, 알아차리는

include /ɪnˈklu:d/ *vt* 포함하다

description /dɪˈskrɪpʃən/ *n* 설명, 묘사

definite /ˈdefɪnɪt/ *a* 일정한, 명확한

at a definite time 정해진 시간에, 한정된 시간에

price /praɪs/ *n* 가격, 값

pathfinder /ˈpɑ:θˌfaɪndə/ *n* 탐험가, 개척자

the International Conference on the Juche Idea 주체사상에 관한 국제회의

aggressive /əˈgresɪv/ *a* 침략적인, 공격적인

content /kənˈtent/ *a* 만족한

illegal /ɪˈli:gəl/ *a* 비법적인, 법에 어긋나는

approximate /əˈprɒksɪmət/ *a* 대략의

approximate size 대략적인 크기

Philippines /ˈfɪlɪˌpi:nz/ *n* 필리핀

Oscar award /ˈɔskə əˌwɔ:d/ *n* 오스카상

Beethoven /ˈbeɪthəʊvən/ *n* 베토벤

demonstrate /ˈdemənˌstreɪt/ *vt* 증명하다, 론증하다, 실물로 보여주다

transmission /trænzˈmɪʃən/ *n* 송달, 전송

launch /lɔ:nʧ/ *vt* 발사하다, 착수하다

crystal /ˈkrɪst(ə)l/ *a* 수정의

liquid crystal display television 액정판텔레비존
high-definition /haɪˌdefɪˈnɪʃən/ *n* (화면이) 매우 선명함
high-definition television 고선명도 텔레비존(화면의 질이 높은 TV)
sharp /ʃɑːp/ *a* 뚜렷(똑똑)한, 선명한
sharp picture 선명한 화면, 뚜렷한 화면
opera /ˈɒp(ə)rə/ *n* 가극, 오페라
soap opera 련속극 (가정주부들을 위한 감상적인 라지오, TV련속극)
serial /ˈsɪərɪəl/ *a* 련속적인, 련재의 *n* 련재물, 련속물
TV serial 텔레비존련속극
domestic /də(ʊ)ˈmestɪk/ *a* 국내의, 국내산의, 가정의
audience /ˈɔːdɪəns/ *n* 관중, 청중; 청취
enormously /ˈɪnɔːməsli/ *ad* 크게, 엄청나게, 막대하게
pastime /pɑːsˌtaɪm/ *n* 심심풀이, 오락, 유희
episode /ˈepɪˌsəʊd/ *n* 대화의 장면, 삽화
stone age painting 석기시대 그림
empty-headed /ˌemptɪˈhedɪd/ *a* 머리에 든것이 없는, 척박한, 무지한

Unit 3

wildlife /ˈwaɪldˌlaɪf/ *n* 야생생물
divide /dɪˈvaɪd/ *vt* 분할하다, 나누다, 쪼개다
racist /ˈreɪsɪst/ *n* 인종차별주의자 *a* 인종차별주의의
approximately /əˈprɒksɪmətli/ *ad* 대체로, 약, 대략
mild /maild/ *a* 온화한
Afrikaans /ˌæfrɪˈkɑːns/ *n* 아프리칸스어
Dutch /ˈdʌʧ/ *n* 네데를란드어(인) *a* 네데를란드어(인)의
official /əˈfɪʃɪəl/ *a* 직무상의, 공적인
official language 공용어
slave /sleɪv/ *n* 노예, 종
empire /ˈempaɪə/ *n* 제국
British Empire 영제국
separateness /ˈsepəˌreɪtnɪs/ *n* 격리, 가름, 분리
race /reɪs/ *n* 인종, 민족, 종족
freely /ˈfriːli/ *ad* 자유롭게, 마음대로
public place 공공장소
allow /əˈlaʊ/ *vt* 허락하다
criticize /ˈkrɪtɪˌsaɪz/ *vt* 비판하다
arrest /əˈrest/ *vt* 체포하다, 검거하다
trading /treɪdɪŋ/ *n* 무역
finally /ˈfaɪnəli/ *ad* 마침내, 끝내
pressure /ˈpreʃə/ *n* 압력
release /rɪˈliːs/ *vt* 내놓다, 석방하다
vote /vəʊt/ *vi* 투표하다
election /ɪˈlekʃən/ *n* 선거
hold an election 선거를 진행하다
low level of education 낮은 교육수준
erupt /ɪˈrʌpt/ *vi* 폭발하다, 분출하다
lava /ˈlɑːvə/ *n* 용암, 분출암
safety /ˈseɪfti/ *n* 안전
spectacular /spekˈtækjʊlə/ *a* 극적인, 구경거리의, 눈부신, 화려한
possibility /ˌpɒsəˈbɪlɪti/ *n* 가능성
collapse /kəˈlæps/ *vi* 무너지다, 쓰

러지다
escape /ɪˈskeɪp/ *vi* 도주하다, 도망치다
edge /edʒ/ *n* 끝, 벼랑, 변두리
to pick *sb* up …를 건져내다
alternatively /ɔ:lˈtɜ:nətɪvli/ *ad* 혹은, 대신에, 선택적으로
suffer from … …의 고통을 겪다, …으로 인하여 고통을 겪다

Unit 4

entertainment /ˌentəˈteɪnmənt/ *n* 환대, 접대; 연회, 위안
cupboard /ˈkʌpbəd/ *n* 찬장; 작은 벽장
motorcycle /ˈməʊtəˌsaɪkl/ *n* 오토바이
English-speaking /ˈɪŋlɪʃ spɪkɪŋ/ *a* 영어로 말하는
explosive /ɪkˈspləʊsɪv/ *a* 폭발적인, 폭발성의
charge /tʃɑ:dʒ/ *n* 장약, 책임
explosive charge 폭발물
reverse /rɪˈvɜ:s/ *n* 반대, 바꾸어짐
in reverse 거꾸로, 반대로
dramatic /drəˈmætɪk/ *a* 연극의, 극적인, 희극의
bungee /bʌnˈdʒi:/ *n* 완충고무줄, 보조조절장치
bungee jumping 완충고무줄을 매고 뛰여내리기
elastic /ɪˈlæstɪk/ *a* 신축성이 있는, 팀성의
cable /keɪbl/ *n* 쇠바줄, 피복선, 바줄, 닻줄
risk /rɪsk/ *vt* 위태롭게 하다, 내걸다
risk one’s life 생명을 내대다, 생명을 내걸다
fantastic /fænˈtæstɪk/ *a* 환상적인; 이상한, 터무니없는, 엄청난
Colorado /ˌkɒləˈrɑ:dəʊ/ *n* 콜로라도
stupid /ˈstju:pɪd/ *a* 어리석은
sooner or later 조만간에
appropriate /əˈprəʊprɪət/ *vt* 충당하다 *a* 적당한, 적절한
tournament /ˈtʊənəmənt/ *n* 경기대회, 선수권대회
trainer /ˈtreɪnə/ *n* 훈련자, 길들이는 사람, 감독

Unit 5

shuttle /ʃʌtl/ *n* 왕복비행기, 정기간 왕복비행기 *vi* 왕복하다
space shuttle 우주왕복선
futurologist /ˌfju:tʃəˈrɒlədʒɪst/ *n* 미래학자
futurology /ˌfju:tʃəˈrɒlədʒi/ *n* 미래학
replace /rɪˈpleɪs/ *vt* 대신하다, 돌려주다, 바꾸다
prefer /prɪfɜ:/ *vt* …을 더 좋아하다, 오히려 …쪽을 취하다
directly /dɪˈrektli/ *ad* 곧바로, 직접, 곧, 즉시
World Wide Web＝WWW 세계광역망
holographic /ˌhɒləˈgræfɪk/ *a* 레이자광선 사진술의(로 촬영한)
feedback /ˈfi:dˌbæk/ *n*《전기》귀환(출구측의 에네르기일부를 입구측으로 돌려보내는 작용),《콤퓨터》피드백
holographic feedback TV 레이자촬영귀환텔레비존

hologram /ˈhɒlə(ʊ)ˌɡræm/ *n* 홀로그람
width /wɪdθ/ *n* 넓이, 폭, 가로
depth /depθ/ *n* 깊이, 심도, 농도
virtual /ˈvɜːtʃuəl/ *a* 사실상의, 실질상의
virtual reality 가상적현실, 가상공간
smell /smel/ *vt* 냄새맡다, 냄새가 나다, 냄새를 느끼다
demand /dɪˈmɑːnd/ *n* 요구, 수요
shortage /ˈʃɔːtɪdʒ/ *n* 부족점, 결점, 결함
destination /ˌdestɪˈneɪʃən/ *n* 목적지, 도착지
medical /ˈmedɪkəl/ *a* 의학의, 의료의, 의술의
medical technology 의학기술
conquer /ˈkɒŋkə/ *vt* 정복하다, 빼앗다, 쟁취하다
deaf /def/ *a* 귀머거리의, 귀가 먹은
gene /dʒiːn/ *n* 유전자, 인자
clone /kləʊn/ *n* 《생물》클론
billion /ˈbɪljən/ *n* 10억
cubic /ˈkjuːbɪk/ *a* 립방체의, 바른6면체의, 《수학》립방의
cubic kilometre 립방키로메터
improvement /ɪmˈpruːvmənt/ *n* 개량, 개선, 발전, 진보
outline /ˈaʊtˌlaɪn/ *n* 륜곽, 외형, 개요
apparatus /ˌæpəˈreɪtəs/ *n* 기구, 기계, 장치
dimensional /dɪˈmenʃənl/ *a* 치수의, 치수로 잴수 있는, 《수학》차원의
three-dimensional 3차원의
quantity /ˈkwɒntəti/ *n* 량, 분량, 수량
solar eclipse 《천문》일식, 해가림

Unit 6

motherland /ˈmʌðəlænd/ *n* 조국, 모국
combination /ˌkɒmbɪˈneɪʃən/ *n* 결합, 묶음
involve /ɪnˈvɒlv/ *vt* 포함하다, 의미하다, 끌어넣다, 련관시키다
zero /ˈzɪərəʊ/ *n* 령, 령점
zero point 령점
physically /ˈfɪzɪkəli/ *ad* 물리적으로, 자연의 법칙에 따라, 자연과학적으로
patience /ˈpeɪʃəns/ *n* 인내력, 참을성
administrative /ədˈmɪnɪstrətɪv/ *a* 행정적인, 관리(운영)상의, 관리적인
precise /prɪˈsaɪs/ *a* 명확한, 정밀한, 정확한
directory /dɪˈrekt(ə)ri/ *n* 지도서, 주소이름안내소, 등록부
telephone directory = telephone book 전화번호책
encyclopaedia /ɪnˌsaɪkləˈpɪdjə/ *n* 백과사전, 백과전서
safe /seɪf/ *n* 금고
magician /məˈdʒɪʃən/ *n* 마술(요술)쟁이
handcuff /ˈhæ(ː)ndˌkʌf/ *n* 수갑, 손고랑 *vt* 수갑을 채우다
wooden /ˈwʊdn/ *a* 나무의, 나무로 만든
nail /neɪl/ *n* 손(발)톱; 못, 징
crane /kreɪn/ *n* 기중기
disappear from sight 보이지 않다, 시야에서 사라지다
unhurt /ʌnˈhɜːt/ *a* 상하지 않은, 상처를 입지 않은

upward /ˈʌpwəd/ *ad* 우(쪽으)로, 우로 향하여

lock /lɒk/ *n* 자물쇠

spring /sprɪŋ/ *n* 용수, 용수철

wire /waɪə/ *n* 쇠줄

cutter /ˈkʌtə/ *n* 절단기, 자르는(베는) 도구

Unit 7

Hindi /ˈhɪndi/ *a* 힌디어의, *n* 힌디어

majority /məˈdʒɒrɪti/ *n* 대다수

Muslim /ˈmuslɪm/ *n* 이슬람교

Christian /ˈkrɪstʃən/ *a* 그리스도교의

Hindu /hɪnˈdʊ/ *n* 힌두교

Sikh /si:k/ *n* 시크교도

monsoon /mɒnˈsu:n/ *n* 계절풍

coastline /ˈkəʊstlaɪn/ *n* 해안선

food production 식료품

health care 건강보호, 보건

contrast /ˈkɒntrɑ:st/ *n* 대조, 대비, 차이

wealthy /ˈwelθi/ *a* 부유한, 풍부한, 재산이 많은

slum /slʌm/ *n* 빈민굴, 빈민거리

accept /əkˈsept/ *vt* 받다, 받아들이다

pulse /pʌls/ *n* 콩류; 맥박, 박자, 률동

beef /bi:f/ *n* 소고기

vegetarian /ˌvedʒɪˈteərɪən/ *n* 채식가

seafood /ˈsi:fu:d/ *n* 해산물

sauce /sɔ:s/ *n* 쏘스《료리나 과자 등에 쓰는 양념감》, 파일사탕졸임

metalwork /ˈmetlwɜ:k/ *n* 금속세공, 금속가공

mostly /ˈməʊstli/ *ad* 거의, 대부분의

sympathy /ˈsɪmpəθi/ *n* 동정

Unit 8

precisely /prɪˈsaɪsli/ *ad* 바로, 정확히, 틀림없이

formal /ˈfɔ:məl/ *a* 외형의; 형식에 치우친, 딱딱한

aerial /ˈeərɪəl/ *n* 안테나, 공중선 *a* 공기의, 대기의

previous /ˈpri:vjəs/ *a* (시간, 순서 등이) 앞선, 앞의, 이전의

bricklayer /ˈbrɪkˌleɪə/ *n* 벽돌축조공

genius /ˈdʒi:njəs/ *n* 수재, 천재

screw /skru:/ *n* 나사, 나사못 *vt* 나사로 죄다, 돌리다

screw bulb 나사틀개식으로 된 전등

light bulb 전등

unscrew /ˌʌnˈskrʊ/ *vt* 나사를 빼다, 나사를 풀어서 떼다

bayonet /ˈbeɪənɪt/ *n* 총검, 총창

bayonet bulb 꽂아서 돌리게 되여있는 전등

vision /ˈvɪʒən/ *n* 시력, 시각, 상상, 공상

vision of the future 미래에 대한 상상

blindness /ˈblaɪndnɪs/ *n* 눈이 보이지 않음

gardener /ˈgɑ:dnə/ *n* 정원사, 원예사

librarian /laɪˈbreərɪən/ *n* 사서, 도서관원

Unit 9

society /sə'saɪəti/ *n* 사회

the mid-1970s 1970년대중엽

government /'gʌvnmənt/ *n* 정부, 정치, 통치권

positive effect 긍정적인 효과

mention /'menʃən/ *vt* 언급하다, …에 대하여 말하다

philosophical /fɪlə'sɔfɪkəl/ *a* 철학의, 현명한

exist /ɪg'zɪst/ *vi* 존재하다

proof /pru:f/ *n* 증명

screen /skri:n/ *n* 영사막, 간막이, 막

LCD = liquid crystal display 액정판, 액정현시장치

athlete /'æθli:t/ *n* 운동가, 달리기선수

artificial /ˌɑ:tɪ'fɪʃəl/ *a* 인위적인, 인공적인

environment /ɪn'vaɪərənmənt/ *n* 주위, 환경

three-dimensional environment 3차원공간

HMD = head-mounted display 머리(에 쓰는)현시장치

signal /'sɪgnəl/ *n* 신호, 암호, 표식

object /'ɒbʤɪkt/ *n* 대상

tracker /'trækə/ *n* 추적자, 추적기, 탐지기

VDU = Visual Display Unit 시각현시장치일식

opponent /ə'pəʊnənt/ *n* 적수

surgeon /'sɜ:ʤən/ *n* 외과의사

architect /'ɑ:kɪtekt/ *n* 건축가

link /lɪŋk/ *vt* 련결하다

word processor 문서편집과정(공정)

load /ləʊd/ *vt* (= set up) 설치하다

run /rʌn/ *vt* (= start up) 실행하다

quit /kwɪt/ *vt* (= exit) 탈퇴하다

console /kən'səʊl/ *n* (콤퓨터)조종탁

imagination /ɪˌmæʤɪ'neɪʃən/ *n* 상상, 공상

revise /rɪ'vaɪz/ *vt* 수정하다

transistor /træn'zɪstə/ *n* 반도체3극소자

integrate /'ɪntɪgreɪt/ *vt* (부분, 요소를) 하나로 합치다

integrated circuit 직접회로

world-wide /'wɜ:ldwaɪd/ *a* 세계적인

Unit 10

remedy /'remɪdi/ *n* 치료, 의약, 약제

natural remedy 자연약제치료법

home remedy 민간료법

conventional /kɒn'venʃənl/ *a* 관습적인

major /'meɪʤə/ *a* 주요한, 다수의

major operation 대수술

mess /mes/ *vi* 뒤죽박죽이 되게 하다

medication /ˌmedɪ'keɪʃən/ *n* 약물치료

surgery /'sɜ:ʤəri/ *n* 외과, 수술실

cure /kjʊə/ *vt* 치료하다

splinter /'splɪntə/ *n* 가시

hiccup /'hɪkʌp/ *n* 딸국질

bruise /bru:z/ *n* 멍, 타박상

drug /drʌg/ *n* 약제, 약품

acupuncture /'ækjʊˌpʌŋkʧə/ *n* 침술

biofeedback /'baɪəˌfi:dbæk/ *n* 정신치료법

backache /'bækeɪk/ *n* 등아픔

addiction /əˈdɪkʃən/ *n* 상습, 중독
awake /əˈweɪk/ *vt* 잠을 깨우다
pain /peɪn/ *n* 아픔
balance /ˈbæləns/ *n* 균형
heartbeat /ˈhɑ:tbi:t/ *n* 심장의 고동, 맥박
harmless /ˈhɑ:mlɪs/ *a* 악의 없는, 손해가 없는
claim /kleɪm/ *vt* 주장하다
mental /ˈmentl/ *a* 정신의, 마음의
stress /stres/ *n* 압박, 긴장
tension /ˈtenʃən/ *n* 켕김, 긴장
epilepsy /ˈepɪlepsi/ *n* 간질
insomnia /ɪnˈsɒmnɪə/ *n* 불면증
holy man /ˈhəʊlɪmæ(:)n/ *n* 성인
internal /ɪnˈtɜ:nəl/ *a* 안의, 내부의
anesthetic /ˌænəsˈθetɪk/ *a* 마취의
evidence /ˈevɪdəns/ *n* 증거, 자국
dilute /dɪˈlju:t/ *vt* 묽게 타다
sneeze /sni:z/ *vi* 재채기하다
homeopathy /ˌhəʊmɪˈɒpəθi/ *n* 동종요법
substance /ˈsʌbstəns/ *n* 물질
therefore /ðeəfɔ:/ *ad* 그러므로
symptom /ˈsɪmptəm/ *n* 징후
on the other hand 한편으로
aromatherapy /əˈrəʊməˈθerəpi/ *n* 방향치료
biomagnetic /ˈbaɪəmægnetɪk/ *a* 생물학적자기의, 생물학적자성의
biomagnetic therapy 생물자성치료법
massage /ˈmæsɑ:ʒ/ *n* 안마술
osteopathy /ˌɒstɪˈɒpəθi/ *n* 정골료법
reflexology /ˌri:flekˈsɒlədʒi/ *n* 반사학
heal /hi:l/ *vt* (상처, 병을) 낫게 하다, 고치다, (간단히) 치료하다

Unit 11

confusion /kənˈfju:ʒən/ *n* 혼란, 혼잡
land /læ(:)nd/ *vi* 착륙하다
chemist /ˈkemɪst/ *n* 약제사; 약방
trash can /træʃ kæn/ *n*《미》쓰레기통
french fry 《미》(잘게 썬 감자 등을) 기름에 튀긴것
chip /ʧɪp/ *n* 《영》(딱따기모양의) 얇게 썬 감자기름튀기,《미》감자를 잘게 썰어 기름에 튀긴것
yield /ji:ld/ *vi* 포기하다
crisp /krɪsp/ *n* 《영》 엷게 썰어 바삭바삭하게 튀긴 감자(potato chip), 바삭바삭한것
elevator /ˈelɪveɪtə/ *n* 승강기
flyover /ˈflaɪˌəʊvə/ *n* 《영》 구름다리교차
rest room /rest ru:m/ *n*《미》세면장, 위생실
drugstore /ˈdrʌgstɔ:/ *n* 《미》 약방
pavement /ˈpeɪvmənt/ *n* 《미》 포장한 차도
sidewalk /ˈsaɪdwɔ:k/ *n* 《미》 걸음길
petrol station 연유공급소
tarmac /ˈtɑ:mæk/ *n*《미》포장한 차도
boot /bu:t/ *n* 《영》 차체뒤 짐칸
hood /hʊd/ *n* 《미》 (자동차발동기의) 덮개
bonnet /ˈbɔnɪt/ *n*(떼여낼수 있는 각종 기계부분의) 덮개
mailbox /ˈmeɪlbɒks/ *n* 《미》 우편함

postbox /ˈpəʊstbɒks/ *n* 《영》 우편함
purse /pɜ:s/ *n* 《영》 손가방
pushchair /ˈpʊʃtʃeə/ *n* 《영》 애기차
stroller /ˈstrəʊlə/ *n* 《미》 유모차
sort /sɔ:t/ *n* 종류, 부류
character /ˈkærɪktə/ *n* 문자, 특성
anxious /ˈæŋkʃəs/ *a* 근심하는, 우려하는; 갈망하는
bored /bɔ:d/ *a* 싫증나는, 진절머리나는
bare /beə/ *a* 피복물이 없는, 벌거벗은, 로출된
valley /ˈvæli/ *n* 골짜기, 계곡
aloud /əˈlaʊd/ *ad* 소리를 내여
dustbin /ˈdʌstbɪn/ *n* 쓰레기통
handbag /ˈhændbæg/ *n* 손가방
to give way 길을 내여주다
auto /ɔ:təʊ/ *n* 《미》 자동차
educated /ˈedju(:)ˌkeɪtɪd/ *a* 교육을 받은
overpass /ˌəʊvəˈpɑ:s/ *n* (다른 도로, 철도, 운하 등의 우에 있는) 구름다리, 철길건늠다리
to give a ring 전화걸다
toilet /ˈtɔɪlət/ *n* 화장실, 세면장, 변소
movie /ˈmu:vi/ *n* 《미》 영화
film /ˈfɪlm/ *n* 《영》 영화

Unit 12

microphone /ˈmaɪkrəˌfəʊn/ *n* 마이크
earphone /ˈiəfəʊn/ *n* 귀수화기, 레시바
reduce /rɪˈdju:s/ *vt* 줄이다
boyish /ˈbɔɪɪʃ/ *a* 소년다운, 어린애같은
elegant /ˈelɪgənt/ *a* 우아한, 세련된
to call up 호출하다
reply /rɪˈplaɪ/ *n* 응답, 회답
via /ˈvaɪə/ *prep* …을 거쳐, …을 통하여
baseball /ˈbeɪsbɔ:l/ *n* 야구
for the same cost 같은 가격으로

Unit 13

message /ˈmesɪdʒ/ *n* 통보
require /riˈkwaɪə/ *vt* 요구하다
stylus /ˈstaɪləs/ *n* 특수펜
sign language 표기언어
Braille /breɪl/ *n* 브라이유식점자법
pattern /ˈpætn/ *n* 양식
punctuation /ˌpʌŋktjʊˈeɪʃən/ *n* 구두점, 구두점찍기
body language 몸짓언어
gesture /ˈdʒestʃə/ *n* 몸짓, 손짓
brake /breɪk/ *n* 제동기
warn /wɔ:n/ *vt* 경고하다
indicate /ˈɪndɪkeɪt/ *vt* 지적하다
brochure /brəʊˈʃjuə/ *n* 소책자
mislead /ˌmɪsˈli:d/ *vt* 잘못 이끌다, 잘못하게 하다, 오해하게 하다
bracket /ˈbrækɪt/ *n* 괄호
pitch /pɪtʃ/ *n* 《영》 (크리케트, 축구 등의) 경기장, 시합장
persuade /pəsˈweɪd/ *vt* 납득시키다, 재촉하다
interactive /ˌɪntəˈræktɪv/ *a* 호상작용하는
interactive operation 호상작용
upset /ʌpˈset/ *vt* 뒤집어엎다
casual /ˈkæʒjʊəl/ *a* 뜻밖의

yawn /jɔ:n/ *vi* 하품하다
ministry /ˈmɪnɪstri/ *n* (행정조직의) 부, 성
peninsular /pəˈnɪnsjʊlə/ *a* 반도의
nonverbal /nɒnˈvɜ:bəl/ *a* 비언어적인
fist /fɪst/ *n* 주먹
primitive /ˈprɪmɪtɪv/ *a* 원시적인, 태고의
Iron Age 철기시대
guilty /ˈgɪlti/ *a* 죄를 범한
sheet /ʃi:t/ *n* 철판
fault /fɔ:lt/ *n* 잘못
blame /bleɪm/ *vt* 비난하다, 책망하다
to blame *sb* for *sth* …으로 하여 …을 책망하다
referee /ˌrefəˈri:/ *n* 심판원
frown /fraʊn/ *vi* 눈살을 찌프리다

Unit 14

personality /ˌpɜ:sənˈælɪti/ *n* 개성, 성격
personally /ˈpɜ:snəli/ *ad* 몸소, 스스로, 개인적으로(는)
introvert /ˌɪntrəʊˈvɜ:t/ *a* 내향성의 *n* 내성적인 사람
stubborn /ˈstʌbən/ *a* 고집이 센
extrovert /ˈekstrəʊvɜ:t/ *a* 외향성의 *n* 외향적인 사람
untidy /ʌnˈtaɪdi/ *a* 단정하지 못한, 게으른
nervous /ˈnɜ:vəs/ *a* 신경질적인
pessimistic /ˌpesɪˈmɪstɪk/ *a* 비관적인
flexible /ˈfleksəbl/ *a* 구부리기 쉬운, 휘기 쉬운, 유순한
optimistic /ˌɒptɪˈmɪstɪk/ *a* 락천적인
optimism /ˈɒptɪmɪzəm/ *n* 락천주의
generous /ˈdʒen(ə)rəs/ *a* 풍부한; 관대한, 편견이 없는, 너그러운
friendly /ˈfrendli/ *a* 친한, 우호적인, 친절한
friendliness /ˈfrendlɪnɪs/ *n* 우정, 친절, 호의
reserve /rɪˈzɜ:v/ *v* 떼여두다, 준비해두다 *n* 예비(품)
reserved /reˈzɜ:vd/ *a* 예비의, 저장되여 있는
shy /ʃaɪ/ *a* 수집어하는, 조심성이 많은
shyness /ʃaɪnɪs/ *n* 수집음, 소심
fingerprint /ˈfɪŋgəprɪnt/ *n* 지문
unique /ju:ˈni:k/ *a* 유일한, 독자적인
feature /ˈfi:tʃə/ *n* 용모
trait /treɪt/ *n* 특성, 특징, 개성
psychologist /saɪˈkɒlədʒɪst/ *n* 심리학자
neat /ni:t/ *a* 산뜻한, 깨끗한
neatness /ˈni:tnɪs/ *n* 산뜻함, 깨끗함
competitiveness /kəmˈpetɪtɪvnəs/ *n* 경쟁심
secondary /ˈsekəndəri/ *a* 제2위의, 2차의
behaviour /bɪˈheɪvjə/ *n* 행동, 행실, 품행
genetic /dʒɪˈnetɪk/ *a* 유전적인
coincidence /kəʊˈɪnsɪdəns/ *n* 동시발생, 일치
deduction /dɪˈdʌkʃən/ *n* 공제
whistle /wɪsl/ *vi* 휘파람을 불다
prefix /pri:fɪks/ *n* 앞붙이
dishonest /dɪˈsɒnɪst/ *a* 정직하지 않은, 성실성을 잃은, 부정한

honest /ˈɒnɪst/ *a* 정직한, 성실한, 진실한
rearrange /ˌri:əˈreɪndʒ/ *vt* 재정리하다, 배렬을 바꾸다
disadvantage /ˌdɪsədˈvɑ:ntɪdʒ/ *n* 불리, 손실
cooperate /kou ˈɔpəreɪt/ *vi* 협동하다
probability /ˌprɔbəˈbɪlɪti/ *n* 있음직함, 사실같음, 가망
submarine /ˈsʌbməri:n/ *n* 잠수함
standard /ˈstændəd/ *n* 표준, 규격, 규범
require /rikˈwaɪə/ *vt* 요구하다, 필요로 하다
monolingual /mɒnəˈlɪŋgwəl/ *a* 하나의 언어를 사용하는
subterranean /ˌsʌbtəˈreɪnjən/ *a* 지하의, 땅속의, 지중의; 숨은
transparent /trænsˈpæərənt/ *a* 투명한
bimonthly /ˌbaɪˈmʌnθli/ *a* 두달에 한번의

Unit 15

West Indies /westˈɪndɪz/ *n* 서인도제도
New Zealand /nju:ˈzi:lənd/ *n* 뉴질랜드
tobacco /təˈbækəʊ/ *n* 담배
inhabitant /ɪnˈhæbɪtənt/ *n* 주민, 거주자
Trinidad /ˈtrɪnɪdæd/ *n* 트리니대드섬
Callaloo /ˌkæləˈlʊ/ *n* 캘러루국
Bahamas /bəˈhɑ:məz/ *n* 바하마군도
Tobago /təˈbeɪgəʊ/ *n* 토바고(섬)
Carib Indian 까리브인디안
Arawak /ˈærəwɑ:k/ *n* 아라와크족
Arawak Indian 아라와크인디안
calypso /kəˈlɪpsəʊ/ *n* 칼루프소
Jamaican /dʒəˈmeɪkən/ *a* 져메이커섬의 *n* 져메이커섬 사람

sunbathing /ˈsʌnˌbeɪðɪŋ/ *n* 일광욕, 해볕쪼이기
compartment /kəmˈpɑ:tmənt/ *n* 간막이한 작은 방
lexical /ˈleksɪkəl/ *a* 어휘의, 사전의

Unit 16

survey /sɜ:ˈveɪ/ *n* 관찰, 조사, 검사 *vt* 조사하다, 검사하다, 측량하다
shed /ʃed/ *n* 창고, 헛간
woodwork /ˈwʊdwɜ:k/ *n* 목공일, 목공품
similarity /ˌsɪmɪˈlærɪti/ *n* 류사(점), 닮음
probable /ˈprɒbəbl/ *a* 있음직한, 확실한
scenic /ˈsi:nɪk/ *a* 풍경의, 경치좋은
talent /ˈtælənt/ *n* 재능, 재간, 솜씨
natural talent 천성적인 재능
certainty /ˈsɜ:tnti/ *n* 확실성, 확신
binary /ˈbaɪnəri/ *a* 두 요소로 된; 2진법의
disbelief /ˈdɪsbɪˌli:f/ *n* 믿지 않음, 불신, 의혹
subconscious /ˌsʌbˈkɒnʃəs/ *n* 잠재의식
unclear /ʌnˈklɪə/ *a* 알아보기 힘든, 명백하지 않은
coauthor /kəʊˈɔ:θə/ *n* 공동저자 *vt* 공동 집필하다
disconnect /ˌdɪskəˈnekt/ *vt* 련락을 끊다, 분리시키다
uncertain /ʌnˈsɜ:tn/ *a* 불확실한, 부정의, 의심스러운
discourage /dɪˈskʌrɪdʒ/ *vt* 용기를 잃게 하다, 실망하게 하다
foretell /fɔ:ˈtel/ *vt* 예언하다, 예고하다
reconstruct /ˌri:kənˈstrʌkt/ *vt* 개조하다